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IDENTIFIERS *Chana High School CA

ABSTRACT

Chana High School, a continuation high school in California which provides an alternative approach to education for students unable and/or unwilling to find success in conventional schools is evaluated. The school offers a flexible and personalized instruction approach in an octamester schedule: the school year is divided into seven parts with a one week vacation between each. A variety of courses, including basic skill subjects, work experience, and arts and crafts, are offered. The report addresses the school's philosophy, staff, operation and organization, curriculum, instructional materials, role in the community, and physical plant. (CL)

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Western Association of Schools and Colleges

Accrediting Commission

For

Secondary Schools

The School Report

Form B

The Modern Continuation High School

CHANA HIGH SCHOOL

Placer Union High School District

Auburn, California

April 1978

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PLACER UNION HIGH SCHOOL DISTRICT

BOARD OF TRUSTEES

Mr. C.E. "Buster" Noxon

Dr. Richard Clark	Mr. Loren Stoddard
Mr. Kay Miyamura	Mr. Fred Tuttle

DISTRICT STAFF

Dr. Wayne Boulding	District Superintendent
Mr. Harold Gein	Assistant Superintendent
Mr. William Francis	Business Manager
Mr. Mike Slater	Administrative Assistant for Personnel

ACKNOWLEDGEMENTS

Staff Committee

Sheryl Wilson	Chairperson, Teen Mother, Homemaking
Sally Boyle	Secretary
Rudy Browne	Arts and Crafts, Woodworking, English
Vi Devore	Cafeteria
Dick Dowdin	Social Science, Recreation, Driver Education
Hal Flood	Principal
Darrell Fluke	Math, Photography, G.E.D.
Ken Foster	English, Reading
Richard Garland	Counselor, Work Experience
Pete Hanson	English, Math, Music
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Lisa Soltan	Business Education, Career Center
Ed Triggs	Social Studies, Journalism

Student Committee

Bunny Maska	Jim Rowley
Dan Kanehl	Michalene Sorensen

Typing and Report Production - Sally Boyle

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1. GENERAL DATA

Date: 11/29/77

A. IDENTIFYING DATA.

School: Chana High School

Address: 3775 Richardson Drive, Auburn, California

District: Placer Union High School District

County: Placer

Principal: Hal Flood

Superintendent: Dr. Wayne Boulding

Chairperson, Board of Trustees: C. "Buster" Noxon

Year this school was established: 1967

Year of last WASC accreditation: 1972 Form: A

Type of district:

Unified	
Union high school	X
City high school	

Number of secondary schools in district:

High schools	3
Junior high schools	0
Continuation high schools	1

Enrollment as of second school month: 10/28/77

District	3,888 (including continuation education)
Continuation	177

Percent of district enrolled in continuation education now 4.6 %.

Percent of district enrolled in continuation education five years ago or last accreditation report 4.6 %.

Enrollment as of school month ending prior to visitation:
(TO BE FURNISHED TO THE COMMITTEE UPON VISITATION)

District	(including continuation education)
Continuation	

B. THE COMMUNITY.

1. Population and characteristics.

a. Population of city or town:

1960 5,586 1970 6,570 Present 6,700

b. Describe any significant effects of socio-economic groups within community.

Students from the Foresthill area and similar rural areas are economically and culturally disadvantaged and have difficulty gaining success in a large comprehensive high school.

c. Special major features of the community affecting the kind of educational program offered.

Chana serves a large geographic area and is forced to operate in a time frame which enables the students to ride the school bus to and from school.

2. Community organizations.

a. Service clubs.

1) Influence: strong____ moderate X negligible____

2) Youth programs: many____ relatively few X none____

b. Public recreation accessible to school population. (Indicate numbers.)

1) Playgrounds 4

2) Swimming pools 3

3) Organized athletic leagues 4

4) Other (list):_____

_____

5) Developments since last WASC Report:_____

_____

c. Governmental social agencies.

1) Influence: strong____ moderate X negligible____

2) Youth programs (list): Auburn Recreation District

d. Youth organizations. (Check if available.)

1) Youth center _____

2) YMCA _____

3) YWCA _____

4) Other (list): _____

e. Community coordinating group for youths.

1) Agencies represented Auburn Recreation District, Auburn Awareness House*

2) Frequency of meetings Varies - Daily to Weekly

3) Degree of school participation Some student interest

4) Effectiveness: strong ____ moderate ____ negligible X

*Auburn Awareness meets daily with students on campus.

f. Significant changes from the last accreditation report, or five years ago:

None

C. BOARD OF TRUSTEES AND DISTRICT ADMINISTRATION.

The following are included in a series of standards that have been developed jointly by representatives of the National School Boards Association and the American Association of School Administrators, as published in the pamphlet, "The School Board Member in Action." All Boards of Trustees should be familiar with these standards and use them as a guide in the performance of their duties. Please check below the term which, in your opinion, most accurately describes the degree to which these principles are followed by all members of your Board of Trustees.

1. The Board distinguishes between its responsibilities as a policy-making body and the superintendent's responsibility as its executive officer.

yes X generally _____ no _____

2. The Board, through its function of local control, guarantees:

a. Freedom for expression of local ideas.

yes X generally _____ no _____

b. Freedom for tailoring school programs to fit local needs.

yes X generally _____ no _____

3. Since the laws assign powers, duties, and responsibilities to the School Board as-a-whole, the Board functions as a unit in all matters, rather than assigning responsibilities to individual members.

yes X generally _____ no _____

4. The Board does not limit itself to business and financial affairs, but also considers educational problems and policies brought to it by the superintendent.

yes X generally _____ no _____

5. The Board has established personnel policies wherein:

a. The superintendent represents the Board in dealing with the staff.

yes X generally _____ no _____

b. The superintendent makes all personnel recommendations for the Board's consideration, including employment, promotion, and dismissal.

yes X generally _____ no _____

6. Board policies provide that problems or complaints from the community or staff members are routed through the proper administrative officers.

yes X generally _____ no _____

D. THE CERTIFICATED STAFF.

1. Certificated personnel (reported in full-time equivalents).

ASSIGNMENT	Last Accreditation Report or 5 yrs. ago	Now	Last Accreditation Report or 5 yrs. ago	Now	Now
	MEN		WOMEN		TOTAL
1. Administration	1½	1½			1½
2. Supervision of Instruction					
3. Counseling	½	3/4	0	½	1¼
4. Health Services					
5. Testing	¼				
6. Student Activities					
7. Instructional Materials					
8. Regular Instruction	5½	6 4/5	2	4	10 4/5
9. Supervision of Buildings and Grounds					
10. Other Non-Teaching Assignments			0	3/5	3/5
11. Work Experience Coordination	¼	¼			¼
12. Other					
13. TOTALS	8	9 2/5	2	5	14 2/5

2. Attach an organizational chart.

   See appendix.

3. List the number of counselors counseling the following number of hours per day.

1	2	3	4	5	6	7	8
2	1	1	2	2	2		

   a. Total hours of counseling time per day, including vice-principals, deans, testing, etc. (daily assignment) 16

   b. Give the ratio of students per counseling hours 13

4. Grounds and building supervision. Total hours assigned daily 0

5. Distribution of teachers by years of experience.

YEARS TEACHING	First Year	2-3 Yrs.	4-10 Yrs.	11-20 Yrs.	Over 20 Yrs.	
In Public Schools	1	1	7	6	0	
In Cont. Schools	2	5	8	0	0	

6. Distribution of staff by age and sex, including administrators.

Age Bracket	20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-up	TOTAL
Men		1	1	3	4		1				10
Women	1	3						1			5
TOTAL	1	4	1	3	4		1	1			15

7. Academic preparation of staff by sex, including administrators. (Report only highest degree held.)

	No Degree	A.B.	A.B. + 30 sem. units (no M.A.)	M.A.	Ph.D Ed.D
Men			6	4	
Women			2	3	

8. Indicate ethnic grouping of certificated staff (as reported to the U.S. Department of Health, Education and Welfare).

Column	1	2	3	4	5	6
	American Indian	Black	Asian	Spanish Surname	Total Columns 1-4	Total Certificated Staff
Total				1	1	15
Percent of Total				7%	7%	7%

9. Subject areas in which staff members are teaching.

Offerings	No. Periods Offered	Methods of Instruction Contract, Project, Productive Hours, etc.
a. Agriculture	5	C, P. PH
b. Arts and Crafts	9	PH, P
c. Business Education	2	C, P, PH
d. English	10	C, PH
e. Foreign Language	0	N/A
f. Health	2	C, PH
g. Homemaking	5	C, P, PH
h. Industrial Arts	0	N/A
i. Mathematics	5	C, PH
j. Music	1	PH
k. Science	5	C,P,PH
l. Social Studies	12	C,PH
m. Physical Educ. (Boys)	1	NO CREDIT
n. Physical Educ. (Girls)		
o. Remedial Reading	1	C, PH
p. Remedial Arithmetic	5	C, PH
q. Pregnant Minors	5	C, P, PH
r. Other (list) *Photography*	1	C, PH

10. Professional growth data over the last three-year period.

	No. of Teachers		No. of Administrators	
	Attending	Teaching	Attending	Teaching
College Classes	11		2	
College Sum. Ses.	4		1	
Workshops (2 or more days)	15		2	1
Extension Courses	8		1	
Travel (if credit allowed)	1			
Work Experience (if credit allowed)	1			

11. List work experiences outside of professional training for staff members.

Garage mechanic, farming, swim instructor, accounting, retail sales clerk, T.A. assistant, receptionist, cannery worker, professional artist, real estate, archaeological field work, professional photography, assembly line worker, fingerprint examiner, public relations for Union Oil, bartender, telephone operator, grocery clerk, police officer, dishwasher, lumberjack, tuna boat fishing, feedmill, production worker, zoo keeper, military, plumber, truck driver and insurance agent.

12. What is the district's policy regarding support of participation in professional affairs outside the local school district?

Very supportive.

E. THE CLASSIFIED STAFF.

1. Classified staff, reported in full-time equivalents.

	Men	Women	TOTAL
a. Clerical		1 4/5	1 4/5
b. Custodial	1		1
c. Other		1	1
TOTALS	1	1 2/5	3 4/5

2. Upgrading provisions.

a. Describe the provisions which are made for in-service training of the classified staff.

On site training, district orientation and workshops, participation in professional organizations and workshops.

3. Age distribution of classified staff .

Age Bracket	20-30	31-40	41-50	51-60	61-up
Men		*1*			
Women	*1*	*1*	*1*		
TOTALS	*1*	*2*	*1*		

F. THE STUDENT POPULATION.

The data under this section should be developed by the administration and made available to the Coordinating Committee for their use and consideration in the study of the section on Student Personnel Services.

1. How is information concerning student ability and achievement made available to the teachers?

All new students are tested during an orientation session. Information is made available by counselors, the vice principal and through weekly staff meetings. Student cum folders are available for review by staff members.

2. Do the teachers have performance test data prior to, or at the time of, a student's entrance into class?

Yes. For exceptional students -- when available or known at time of entrance.

3. List tests and other means used by teachers in determining students' performance levels in subject areas.

Stanford Diagnostic Reading Test,
Individual subject matter pre and post tests.
CPI test for ROP placement.

4. Sociological characteristics of student body.

a. Describe any racial or ethnic groups that are important enough that they must be recognized to understand the operation of the school. Note any change in the last five-year period.

No change.

5. General summary of student body enrollment as of the end of the second school month. *(End of 2nd Octamester)*

a. Grade level distribution as determined by completed units shown on transcript.

Enrollment	Boys	Girls	Total
Ninth Grade	20	16	36
Tenth Grade	31	33	64
Eleventh Grade	20	24	44
Twelfth Grade	16	14	30
Other			
TOTALS	87	87	174

b. Age distribution.

Age	14 or Under	15	16	17	18-21	21 or Over
Boys	0	8	33	26	20	87
Girls	2	13	30	31	11	87
TOTALS	2	21	63	57	31	174

6. What percentage of students are employed full-time and attending school four hours per week? .057%

7. Stability study for past three years.

STUDENTS ENTERING	School Year 19 74 19 75	School Year 19 75 19 76	School Year 19 76 19 77
a. Fall opening enrollment	83	100	86
b. Transfer in	285	275	283
c. Year's cumulative enrollment	368	375	369
d. Transfer back to regular school	34	30	41
e. Returned transferees	3	7	2
f. Left school (non-grads)	90	92	100
g. Graduates	57	57	55

Over the three-year period, how many students left prior to graduation for the following reasons?

Health	Marr.	Work	Milit.	Instit.	Long Term Suspension	Exemption	Expul.	Other
# 2	# 16	# 17	# 10	# 36	#	#	#	# 306

8. Graduation.

GRADUATING CLASS	Last Year 19 77	Last Accreditation Report or Five Years Ago, 19 73
Number of boys	20	38
Number of girls	35	16

9. School records and transcripts. (Have sample forms and supplementary material for Visiting Committee.)

a. Summarize attendance accounting procedures.

Attendance is recorded daily by the teachers on attendance report cards. Absences are recorded on attendance slips which are then sent to the office daily. A master sheet is maintained by day and period. This attendance information is then transferred at the end of each octamester to the ADA cards. Verification of illness is made by phone calls, contacting students on campus, home visitations and letters sent home.

b. What means are used to insure against loss of permanent records by fire or theft?

Fireproof, lockable file cabinet.

c. Do permanent records carry a complete designation of courses as to title, semester, and ability level (if any)?

Includes title, octamester, grade and credit earned.

10. Do transcripts provide the following information?

		YES	NO
a.	Name of school.	X	
b.	Address of school.	X	
c.	Name and address of school previously attended, if any.	X	
d.	Identification of each course by descriptive title, semester, and ability level, if any.	X	
e.	Identification of honors courses.		X
f.	Designation of remedial and/or substandard courses.		X
g.	Designation of credit granted.	X	
h.	Grade in each course attempted, including withdrawals and incompletes.	X	
i.	Notation of college courses taken concurrently with high school attendance, including name of college.	X	
j.	Date of graduation or withdrawal.	X	
k.	Full signature of person making transcript.	X	
l.	Date of issuance of transcript.	X	
m.	Clear identification of summer session, extension or correspondence courses, military service credit, credit by examination, or open circuit TV.	X	
n.	Explanation of grading system, if other than five-letter system.	X	
o.	Explanation of all symbols, asterisks, etc., used.	X	

11. Student teacher ratio:

a. State the policy regarding class size.*

Students re-register seven times per year. First day registration is limited to 18 students per class to force a balancing of class sizes. As students return or enroll, class sizes are increased to 20, then 22, and rarely exceed this number without prior teacher awareness.

b. Indicate maximum class size by subject area by listing the number of sections in each category.

**Class size 11/24/77*

SUBJECT	No. of Sections by Class Size						
	1-12	13-18	19-24	25-30	31-35	36-40	Over 40
1) Agriculture	1	4					
2) Arts and Crafts	1	9					
3) Business Educ.			2				
4) English	4	4					
5) Foreign Lang.							
6) Health			2				
7) Homemaking *Preg.Min.*	3	2					
8) Industrial Arts							
9) Mathematics	1	4					
10) Music	1						
11) Science							
12) Social Studies	2	9					
13) P.E. (Boys)							
14) P.E. (Girls)							
15) Remed. Reading		1					
16) Remed. Arith.							
17) Other (list) *Photo.*		1					

c. Instructional section.

1) Is the instructional staff sufficient in number to provide a program that will successfully implement the school philosophy?

Yes X No _____

2) If the answer to "1" is "no," state additional positions that are needed and explain why.

None needed.

12. Requirements for graduation.

a. Total semester periods required for graduation *180 - 200*

b. Give the school's definition of one semester period of credit.

Sixteen hours of productive attendance and/or completion of agreed upon contracts or projects.

c. Required courses:

List only subjects required of all students	Semester Periods
U.S. History	*2*
Civics	*1*
Health and Safety	*1*
Social Studies	*1*
English	*4*
Math	*2*
Science	*2*

13. List other course offerings.

Course Title	Octamester Periods	*Instructional Guide? Check for "yes"	Date of most recent revision of guide	Adopted by Board Action Check for "yes"
ART				
ARTS & CRAFTS	unlimited	X	Fall 1977	X
BATIK	"	X	Fall 1977	X
CERAMICS	"	X	Fall 1977	X
CHRISTMAS CRAFTS	"	X	Fall 1977	X
DRAWING	"	X	Fall 1977	X
HANDWEAVING	"	X	Fall 1977	X
LEATHERCRAFT	"	X	Fall 1977	X
PAINTING	"	X	Fall 1977	X
TIE-DYE	"	X	Fall 1977	X
WIRE JEWELRY	"	X	Fall 1977	X
WOODCRAFT	"	X	Fall 1977	X
BUSINESS EDUCATION				
BOOKKEEPING/ACCT.	7	X	Fall 1977	X
CALCULATING MACH.	3	X	Fall 1977	X
CAREER EXPLORATION	2	X	Fall 1977	X
CHANGING ATTITUDES TOWARD "WORK"	1	X	Fall 1977	X
CONSUMER EDUCATION	4	X	Fall 1977	X
DUPLICATING MACH.	2	X	Fall 1977	X
FILING	2	X	Fall 1977	X
GENERAL BUSINESS	4	X	Fall 1977	X
HOW TO START YOUR OWN BUSINESS	1	X	Fall 1977	X
MARKETING	4	X	Fall 1977	X
RECORDKEEPING	4	X	Fall 1977	X
COMMUNICATIONS AND THE MEDIA	4	X	Fall 1977	X
TYPING I	7	X	Fall 1977	X
TYPING II	7	X	Fall 1977	X
ENGLISH				
DEATH AND OTHER ENDINGS	1	X	Fall 1977	X
ENGLISH I	7	X	Fall 1977	X

Course Title	Octamester Periods	*Instructional Guide? Check for "yes"	Date of most recent revision of guide	Adopted by Board Action Check for "yes"
ENGLISH II	7	X	Fall 1977	X
ENGLISH III	7	X	Fall 1977	X
ENGLISH IV	7	X	Fall 1977	X
GODS, HEORES AND MYTHOLOGY	1	X	Fall 1977	X
INTRODUCTION TO POETRY	1	X	Fall 1977	X
LITERATURE	1	X	Fall 1977	X
NEW BEGINNINGS	1	X	Fall 1977	X
READING	unlimited	X	Fall 1977	X
HOME ECONOMICS				
CHILD GROWTH AND DEVELOPMENT	4	X	Fall 1977	X
FAMILY LIFE	4	X	Fall 1977	X
FOOD PREPARATION	unlimited	X	Fall 1977	X
T.A. CHILD CARE	unlimited	X	Fall 1977	X
PARENTS & KIDS	1	X	Fall 1977	X
PHYSIOLOGY OF PREGNANCY	3	X	Fall 1977	X
PREGNANT MINOR PROGRAM	6	X	Fall 1977	X
SEWING	unlimited	X	Fall 1977	X
MATHEMATICS				
COMSUMER MATH.	7	X	Fall 1977	X
INTRO. TO ALGEBRA AND GEOMETRY	7	X	Fall 1977	X
GENERAL MATH	7	X	Fall 1977	X
REVIEW MATH, REFRESHER MATH	7 4	X	Fall 1977	X
SLIDE RULE	1	X	Fall 1977	X
MUSIC				
MUSIC	unlimited	X	Fall 1977	X

Course Title	Octamester Periods	Instructional Guide? Check for "yes"	Date of most recent revision of guide	Adopted by Board Action Check for "yes"
REGIONAL OCCUPATIONAL PROGRAM				
ATUOMOTIVE SKILLS	7	X	Fall 1977	X
CAREERS WITH CHILDREN	7	X	Fall 1977	X
FARM/RANCH MANAGEMENT	4	X	Fall 1977	X
FOOD SERVICE	7	X	Fall 1977	X
HEAVY & FARM EQUIP. OPR. & MAINT.	7	X	Fall 1977	X
MOTORCYCLE & REC. VEHICLE MAINT. & REPAIR	4	X	Fall 1977	X
NURSERY/LANDSCPG.	7	X	Fall 1977	X
NURSING ASSISTANT	4	X	Fall 1977	X
OCCUPATIONS IN FINANCE	4	X	Fall 1977	X
ROP SEC./STENO.	7	X	Fall 1977	X
SCIENCE				
ANIMALS AND PETS	1	X	Fall 1977	X
BEGINNING AUTO MECH	1	X	Fall 1977	X
CONSERVATION	2	X	Fall 1977	X
EARTH SCIENCE	2	X	Fall 1977	X
ECOLOGY	1	X	Fall 1977	X
FORESTRY	3	X	Fall 1977	X
INDEPENDENT STUDY	unlimited	X	Fall 1977	X
LIVING BETTER 1980-2001	1	X	Fall 1977	X
NURSERY PRACTICES	unlimited	X	Fall 1977	X
OUTDOOR AWARENESS	1	X	Fall 1977	X
VETERINARY SCIENCE	3	X	Fall 1977	X
PLANT SCIENCE	2	X	Fall 1977	X
SCHOOL FARM	unlimited	X	Fall 1977	X
SPECIAL PLANT PROJ.	1	X	Fall 1977	X
TERRARIUM & BONSAI CONST.	2	X	Fall 1977	X

Course Title	Octamester Periods	*Instructional Guide? Check for "Yes"	Date of most recent revision of guide	Adopted by Board Action Check for "yes"
SOCIAL SCIENCE				
ANTHROPOLOGY	4	X	Fall 1977	X
CALIFORNIA HISTORY	4	X	Fall 1977	X
CURRENT EVENTS	1	X	Fall 1977	X
CONTEMPORARY LIVING	1	X	Fall 1977	X
CURRENT EVENTS IN AMERICAN HISTORY	1	X	Fall 1977	X
DRIVER EDUCATION	2	X	Fall 1977	X
DRIVER TRAINING	1	X	Fall 1977	X
HEALTH & SAFETY ED.	3	X	Fall 1977	X
MINORITY HISTORY	4	X	Fall 1977	X
PSYCHOLOGY	4	X	Fall 1977	X
ROOTS & DEVELOP. OF JAZZ & MOD. AMER. ART	1	X	Fall 1977	X
SOCIAL PROBLEMS	4	X	Fall 1977	X
UNITED STATES GOVT.	4	X	Fall 1977	X
UNITED STATES HIST.	7	X	Fall 1977	X
WORLD GEOGRAPHY	4	X	Fall 1977	X
WORLD HISTORY	4	X	Fall 1977	X
OTHER AREAS				
RECREATION	unlimited	X	Fall 1977	X
TENNIS	"	X	Fall 1977	X
PHOTOGRAPHY	"	X	Fall 1977	X

*Please have instructional guides available for the Visiting Committee.

14. Include a copy of master schedule or program of classes in appendices. *See appendix.*

*G. SCHOOL DISTRICT FINANCE.

	Last Accreditation Report or 5 yrs. ago	Current	
*1. Assessed valuation of district.	120,000,000	182,348,148	
*2. Assessed valuation per student in the district.	36,585	35,706 43,344	w/adults w/o adults
*3. High school, ADA, excluding adults.	3,280		
*4. Current tax rate.	1.96	1.95	
*5. Bond tax rate.	.25	.16	
*6. Bonded indebtedness.	3,280,000	2,080,000	7/1/77
*7. Current expense by budget classification:	115,909	229,902	
a. Administration.			
b. 1) Certificated salaries of instruction.	1,576,523	2,841,721	
2) Other salaries of instruction.	519,357	932,535	
3) Other expenses of instruction.	194,433	617,417	
c. Auxiliary services.	3,126	8,000	
d. Operation of school plant.	260,659	620,032	
e. Maintenance of school plant.	137,981	243,878	
f. Transportation of students.	132,438	309,385	

*8. Average expenditure per A.D.A. (last three years)

74-75	75-76	76-77
$1,211.39	$1,317.91	$1,519.89

* Total expenditure includes equipment capital outlay and excludes site and building capital outlay, tuition and outgoing transfers.

*This information may be furnished by the District Office.

H. CONTINUATION HIGH SCHOOL EXPENDITURES.

1. Materials of instruction for continuation education. *Estimated A.D.A.- 175*

Materials of Instruction	Last Accreditation Report or 5 yrs. ago	Current	Current Expenditure Per ADA
Text and Supplementary Books	* 7,697.30	3,323	$18.99
Periodicals, Library		1,000	5.71
Library Books	* 6,107.00		
Audio-Visual Materials (R.O.P)		3,160	18.06
Supplies		10,679	61.02
Equipment		3,200	18.29

* *Refer to Accreditation Report 1972-73.*

2. Sources of income for continuation education.

	Last Year	Estimate This Year	
District contribution.	$ 112,539	$ 83,070	
State:			
Small high school formula	$ 173,467	$ 184,447	
Physically handicapped --			
Pregnant minors	$ 7,487	$ 7,487	
Remedial P.E.	$	$	
Educationally handicapped	$ 2,160	$ 2,160	
Basic aid (ADA) NOTE 1 (20,375)	$	$ (22,000)	NOTE 1
Equalization aid (ADA) (153,092)	$	$ (162,447)	
Other:			
V.E.A.	$ 2,452	$ 0	
Title I	$	$	
N.D.E.A.	$	$	
R.O.P.	$	$ 13,702	
TOTAL	$ 298,105	$ 290,866	

NOTE 1:

The small high school formula is a combination of basic aid and equalization aid; therefore, the state revenue cannot be shown under both the small school formula and basic and equalization aid.

I. BUDGET DEVELOPMENT PROCEDURES.

1. What is the role of the continuation school administration in developing the budget?

Decentralized budget based on earned A.D.A. (District formula plus 43%.) Local school administration has total control in the development of the budget.

2. What is the role of the faculty in developing instructional and service area budgets?

The faculty is involved in the development of both their individual class budgets as well as the total school budgets. Priorities are established through consensus in the regular staff meetings.

3. Evaluate the role of the certificated staff in budget development.

At Chana High School -- Excellent.

II. PHILOSOPHY

Every continuation high school must have a carefully formulated philosophy. This philosophy should be based upon a strong commitment to providing the students a continuing opportunity through an alternative form of education. The legal purpose of continuation education, as defined in Education Code 5950, must be recognized in the school's statement of philosophy.

A. Make a narrative statement of the philosophy of the school and a list of goals.

It is Chana High School's goal to provide an alternative approach to education which not only meets the needs of students unable and/or unwilling to find success in the comprehensive high school, but to assist students with the development of survival skills which enable them to cope with the responsibilities of adulthood.

In serving these students, we are offering an alternative method of schooling that has a flexible and personalized program of instruction. It is our hope that the students will profit from the availability of an alternative -- a different secondary education -- that can lead to a high school diploma, that serves their special needs and problems, that offers smaller classes with individualized and/or personalized instruction, and that enhances their feelings of satisfaction in completing subject matter requirements.

Modern continuation education recognizes the problems of wasted human resources, unemployment and a delinquency created by youths who drop out of school before high school graduation. Chana High School is established to serve youths in the district who do not, or cannot, perform satisfactorily in other programs. It aims to improve and remedy attitudes, appreciations, skills and knowledge through the use of individualized instruction, small school situations and the team approach of a specially qualified staff. The school welcomes the student to a new opportunity and a new approach to an educationally sound curriculum. It offers the incentive and the culminating award of a high school diploma.

List of goals:

1. Develop communication and computational skills including reading, spelling, oral and written language and mathematics commensurate with the individual student's ability.

2. Develop the skills of inquiry, problem indentification and problem solving as they apply to all bodies of knowledge.

3. Develop special skills and understanding in vocational and avocational areas which can be used in work and leisure commensurate with individual desires and capabilities.

4. Develop self-awareness, self-understanding and a feeling of self-worth by recognizing and accepting their individual abilities and limitations and by making optimal use of their capabilities.

5. Be able to live with diversity and uncertainty; develop attitudes and skills to meet the challenge of change.

6. Develop an eagerness for lifelong learning.

7. Develop the ability to form positive relationships with others through an understanding of the worth, rights, dignity and uniqueness of all humans.

8. Acquire knowledge of the structures, processes and functions of our democratic institutions as a necessary part of responsible citizenship.

9. Acquire knowledge of the physical, life and social sciences with particular emphasis upon the individual's responsibility to respect all life, become aware of the use and misuse of the environment, and assume responsibility for its improvement.

10. Acquire knowledge and understanding of people throughout the world in terms of their political, economic, racial, ethnic and cultural backgrounds.

11. Develop a knowledge of economic institutions sufficient for an understanding of the individual's rights and responsibilities as a consumer.

12. Acquire knowledge of the human body and its functions, develop an understanding of sound physical and mental health practices and appreciate the importance of physical fitness.

13. Develop a sense of the aesthetic and express their imagination and creativity through involvement in a variety of forms of artistic expression.

14. Enjoy and appreciate life in the present.

15. Accept responsibility for their individual choices and for the consequences of those choices.

B. Check below those who helped in developing the philosophy, goals and objectives:

1.	Board of Trustees	____
2.	Professional Staff	X
3.	Consultant Service	____
4.	Students	X
5.	Parents	____
6.	Lay people	____
7.	Other	____

C. Date of the last revision of the philosophy, goals and objectives:

June 5, 1972 - Goals and Objectives

November - December, 1977 - Philosophy

D. Date that this philosophy was presented to the Board of Trustees

June 5, 1972

E. Does this philosophy differ from the school philosophy that was in effect during the Form "A" visitation?

Essentially, No.

F. If the answer to question "E" is "yes", cite the major changes between the former philosophy and the current philosophy.

None

G. If the answer to question "E" is "yes", list the major curriculum changes that have resulted from the revised philosophy.

None

H. List what you feel are the most important goals of the school.

The most important goals are:

1. Develop communication and computational skills including reading, spelling, oral and written language and mathematics commensurate with the individual student's ability.

2. Develop special skills and understanding in vocational and avocational areas which can be used in work and leisure commensurate with individual desires and capabilities.

3. Develop self-awareness, self-understanding and a feeling of self-worth by recognizing and accepting their individual abilities and limitations and by making optimal use of their capabilities.

4. Develop an eagerness for lifelong learning.

5. Develop the ability to form positive relationships with others through an understanding of the worth, rights, dignity and uniqueness of all humans.

6. Accept responsibility for their individual choices and for the consequences of those choices.

III PROGRESS REPORT

Regarding recommendations by the previous Visiting Committee

Visiting Committee Report	Chana High School
April 2nd, 3rd and 4th 1973	Action taken 1977-78

I. PHILOSOPHY

The Committee recommends that the other high school staffs and community be informed regarding the philosophy of the school.

ACTION TAKEN

Communication between both the comprehensive schools and the community has increased through the implementation of this recommendation as follows:

1. Principal and vice principal increased participation at district level administrative cabinets.
2. Staff participation in district workshops and inservice programs.
3. Principal's acceptance of speaking engagements at local service clubs.
4. Philosophy, Referral Policy and Grading Policy distributed to administrative staffs of comprehensive schools.
5. Community encouraged to participate in evening activities such as open house, craft shows, drama presentation and graduation ceremonies.
6. Parent/student/administrator or counselor conference with each new student applying for admission.
7. Involvement of staff in leadership roles in the teacher, counselor and administrative groups within the district.

II. PROGRAM OF INSTRUCTION

The Committee recommends the possibility of providing general shop and homemaking be given serious study.

ACTION TAKEN

The ability to provide shop classes at Chana High School has been severely limited because of the cost factors in remodeling and/or expansion; also

the availability of extensive shop opportunities at Placer High School; and the formation of a local R.O.P. unit has discouraged the district from expanding similar facilities at Chana.

Several new classes have been developed such as a two-period furniture making class, made possible through the acquisition of a table saw, drill press, jointer, band saw and miscellaneous hand tools from the Builder Education Program, plus the purchase of a wood lathe.

Home economics activities have been expanded to include Food Preparation, Bachelor Survival, Sewing, Quilting and related skills.

III. PROGRAM OF INSTRUCTION

The Committee recommends consideration be given to rescheduling the school program so as to expand educational opportunities and enhance the use of the school plant.

ACTION TAKEN

Chana High School operates on a 5-period day, beginning at 8:30 a.m. and ending at 1:45 p.m. Due to the size of the district, its rural nature, and dependency of students on school bus transportation, extending the day is impossible unless students are required to furnish their own transportation.

The expansion of educational opportunities is best represented by the following:

1. Increased usage of the multi-purpose room for classroom activities, drama practice, food preparation and recreational activities.

2. Purchase of a mobile home unit to house the Teen Mother Program and provide for Home Economics activities.

3. Enclosed Agriculture Compound which includes a greenhouse, lath house and storage-work room.

4. Enclosed, covered patio area adjacent to Art/Craft room to provide an area to work and store materials outside the classroom.

5. Provide 3-period afternoon program (2nd semester 1975-76) 1:00 p.m. - 4:00 p.m. for a limited number of students.

6. Increased usage of the facility by community agencies and groups.

7. Adult School classes offered Monday through Thursday in the late afternoon and evenings.

8. An asphalt area 60' x 60' for basketball and volleyball.

9. Installation of walls in "B" building, thus providing six classrooms (rather than the existing four) plus a library area.

10. Construction of a storage area in the Business Education room for office supplies, equipment and audio-visual materials.

11. Octamester scheduling -- seven 5-week grade periods plus seven intersession weeks.

12. Students re-register for classes at the end of each octamester.

IV. METHODS AND TECHNIQUES

The Committee recommends the method of grading students and of providing semester periods of credit be re-examined periodically to be sure that all teachers are using methods which conform to school policies and to the minimum standards established by State Board of Education rules.

ACTION TAKEN

The staff has developed and implemented a school grading and attendance policy conforming to the octamester concept. Students can earn 1/16 credit per class each day for productive in-class activity. A student can also contract for additional work - not to exceed a total of 5 credits (including productive attendance credit) per class per grade period. Credit is awarded at the end of each grade period as earned and is posted on the transcripts.

Report cards are mailed home at the end of each grade period. The report shows both daily class attendance, productive work accomplished and credits and grades earned.

V. THE CURRICULUM AND MATERIALS OF INSTRUCTION

The Committee recommends the staff continue to plan and budget for the provision of library books, supplementary books and AV equipment and materials.

ACTION TAKEN

Chana High School operates within the district philosophy of decentralized budgeting. Budgeting practices appear to be fair and equitable as Chana has received the same dollar value per ADA as the comprehensive school, plus an additional 43% per ADA to accommodate a smaller teacher/student ratio. Additionally, Chana has been allowed to carry over into the next school year any monies not spent during the current year. For the past three years, we have maintained an ending balance of approximately $20,000 per year for special projects. This has been aided by the fact that the ending ADA has increased from approximately 135 to 186 ADA and the final school budget is based on the actual school ADA earned.

Additional monies have been made available for the purchase of increased numbers of books, materials and supplies for each classroom teacher. The subject areas with the greatest increase of supplemental books are English, Social Studies, Math, Science and Business Education. The variety of materials available appears to meet the needs of the students in an individualized program. Additional audio-visual equipment has been purchased and is available to meet the needs of the staff.

VI. STUDENT PERSONNEL SERVICES

The Committee recommends that at least a parent of every referral (seventeen and under) to Chana High School meet with the principal or his designate before admission for the purpose of explaining and clarifying the school program. The parent as well as the student must thoroughly understand the program before total support of either can be expected.

ACTION TAKEN

All students, except students 18 years of age or older and/or married, are required to arrange a parent/guardian conference prior to enrollment at Chana High School. The conference is conducted by a member of the administrative or counseling staff. During the conference the following is reviewed and discussed:

1. The student's prior academic and attendance records.
2. The student's goals and objectives in respect to graduation.
3. Chana High School's expectations:
   a. Review school philosophy, grading and attendance policy and procedure for earning credit
   b. Interpretation of the report card
   c. Review the school calendar and grade periods
   d. Review course offerings
   e. Alternatives to graduation such as GED and Proficiency Test.

VII. STUDENT PERSONNEL SERVICES

The Committee recommends that a district policy be developed for transferring students to Chana High School. The policy should be sufficiently flexible to ensure adaptation to the needs of the individual feeder schools, and yet meet the needs of students throughout the district.

ACTION TAKEN

Included is a copy of the Chana High School transfer and admission policy (see appendix) which was developed by the administrators of the three comprehensive high schools and Chana High School. Following

enrollment, the student is assigned to a teacher/advisor who is familiar with the student's academic record and who is available to assist the student in programming and selection of classes.

VIII. STUDENT PERSONNEL SERVICES

The Committee recommends that consideration be given to providing staff and counselor time to relate to matters of attendance, not for punitive reasons, but to help find root causes and assist students in overcoming their difficulties.

ACTION TAKEN

To assist in dealing with attendance and problems related to attendance the following has been implemented:

1. Addition of a vice principal (half-time) to work with students and parents.
2. Addition of an R.O.P. counselor (half-time) to work with students and parents.
3. Addition of school Attendance Clerk (three/fourths time) to maintain attendance records, work with students and make home calls on absences.
4. Assignment of one teacher (one-fifth time) to make daily afternoon home visitations to the homes of students with attendance problems.
5. A teacher/advisory system in which each teacher works with approximately 20 students in matters related to credit accumulation and attendance patterns.
6. Development of a report card which shows daily in-class attendance.
7. Increased utilization of administrative and counselor time for parent conferences and communications regarding attendance.
8. Grade Policy which is tied to in-class attendance and allows students with good attendance to contract for additional credit.

IX. SCHOOL PLANT

The Committee recommends efforts be made to acquire more storage space in the instructional areas and for custodial supplies.

ACTION TAKEN

Additional storage space has been added to the Art room, Kitchen,

Multi-purpose room and Agriculture Compound. Addition of the partitions in "B" building and storage areas in the Business Education room provides even more space for storage.

X. SCHOOL PLANT

The Committee recommends that a safety inspection be scheduled by the district insurance carrier or the industrial accident commission for the total facility.

ACTION TAKEN

The facility has been inspected by the State Fire Marshal and the district staff.

XI. SCHOOL PLANT

The Committee recommends that the administration investigate ways and means to more adequately house the teenage pregnancy program so as to leave the present facilities to be used as originally intended.

ACTION TAKEN

A mobile home unit with kitchen, family room, laundry facilities and bedroom has been purchased and utilized for the Teen Mother and Home Economics classroom activities.

XII. THE STAFF (Administration, Instructional and Classified)

The Committee recommends that the staff develop a process of continuous evaluation and improvement of the total school program.

ACTION TAKEN

The staff has been involved in a continuous process of evaluation and improvement by participation in weekly staff meetings for the past four years. One afternoon a week has been set aside and utilized for this purpose.

Staff members are involved in the district inservice meetings at the beginning and end of each school year; also the inservice activities at the school site as needed.

The staff has become increasingly involved in school visitations and participation in Continuation/Alternative Education conferences and workshops.

XIII. SCHOOL AND COMMUNITY

The Committee recommends that the district administration assist the only all-district educational facility and program in the

awesome responsibility of promoting community awareness and public relations.

ACTION TAKEN

Chana High School has received the continuous support of the district administration in all aspects of the school program. The staff is included on all district committees and involved in all district activities for teachers, counselors and administrators. The success of the school program has been recognized, supported and promoted both within the school district and the community.

IV. THE STAFF

The respective duties and responsibilities of a continuation high school staff vary with district organization and size. The success of the program, however, is highly dependent upon the members' understanding of their maturity and ability to relate to the students on a one-to-one basis as persons of stature and quality, their drive and intelligent effort to contribute effectively in achieving desired outcomes for each student, and their ability to work together as a team.

A. Administrative Section.

1. If there has been a change in administrative job descriptions or hours allotted to major areas, indicate the changes.

   Although the job description remains relatively the same, the position of Continuation Principal has been upgraded on the salary schedule significantly and the addition of a vice principal and half-time counselor has greatly reduced the amount of time spent dealing with student discipline or behavior problems.

2. Is the administrative staff sufficient in number to meet the administrative needs of the school in implementing school philosophy and program?

   Yes X No _____ Uncertain _____

3. If the answer to "2" above is "no," state what additional positions are needed, and tell why.

   N/A

4. If there has been a significant change in the way the administrative staff fulfills the following functions, make a statement as to the change and its effect:

   a. Developing of school policies.

      Since the last accreditation visit, the district has developed policy manuals, job descriptions and a decentralized budget system. At Chana we have developed a faculty handbook and a student handbook.

   b. Administering of school policies.

      No change.

c. Supervising and evaluating staff members.

Evaluation policy and practice is part of our collective bargaining process. All non-tenured teachers are evaluated twice a year; tenured teachers, three times their first year of employment and once each year thereafter.

d. Maintaining effective communication with staff and students.

Open and effective communication is maintained through weekly faculty meetings, advisory meetings each octamester and student assemblies several times each semester equivalent.

e. Building climate for good staff morale.

Regular faculty meetings to deal promptly with problems or concerns and a continued attempt to involve the staff in the decision-making process as it affects Chana High School.

f. Drawing the administrative, certificated and classified staff together in contributing to the goals of the program.

No change.

g. Building climate for good student morale.

An orientation program for all new students, advisory to acquaint and update information regarding each student's credit accumulation, school calendar and a minimum of rules and regulations.

h. Maintaining effective relationships in the community.

Involvement in community organizations and activities, speaking engagements at professional organizations, open houses and other school activities, increased use of school facilities by the community and the adult school and increased coverage of school activities by the local newspaper.

i. Demonstrating competence in technical aspects of school administration, such as teacher assignment, programming students, preparation of special assignments, orientation of new teachers, development of handbooks and other materials dealing with school procedures, etc.

Much change has occurred, such as; allowing teachers to try new course offerings, balancing class size, re-registering students each octamester and developing faculty and student handbooks.

j. Demonstrating competence in directing the program of curriculum development.

Much change has occurred, such as; the octamester system, mini-courses and expanded curricular offerings.

k. Demonstrating competence in directing the program of counseling and guidance.

The addition of a half-time counselor, orientation for all incoming students, availability to all students.

l. Fulfilling responsibilities for plant use, supervision and maintenance.

Increased utilization of existing space resulting in three additional teaching areas and increased use by community and the adult school.

m. Demonstrating competence in the business management of the school.

The principal is responsible for the development and supervision of the school budget.

5. Have the criteria used in selecting teachers and classified personnel for the school changed since the last report? If so, how?

There is greater faculty participation in the selection of new staff members.

6. What factors are used as a basis for determining salary level of each administrator?

District salary schedule.

B. Instructional Staff.

1. Have the criteria used in selecting teachers for the school changed since the last report? If so, explain.

Yes. There has been a change of administrators since the last accreditation. The selection of new staff members has varied accordingly. Also, there has been more of a team approach. The vice principal and counselor have been included in interviewing and selection.

2. Describe any changes that have taken place in terms of professional competence maintained by the instructional staff in the following areas:

a. Participation in inservice education activities.

In addition to the activities we have previously been engaged in, the staff now participates in producing a school yearbook, a bi-weekly newspaper, a Christmas craft sale and a "Back to School Night" spaghetti feed.

c. Attendance at summer session, or participation in similar activities.

Many staff members take professional advancement courses throughout the year as well as during the summer.

d. Active participation in professional organizations.

Nearly all the staff are members of a professional organization. Some groups represented on this campus include; CTA, ATP, CCEA and CPGA.

e. Access to and use of professional literature.

Literature and newsletters from the local association, state and national organizations arrive throughout the year. Periodicals on specific subject matter can be obtained by each individual teacher.

f. Access to and use of pupil personnel records.

The entire staff has full access to any student records.

3. What additional help is given new teachers?

The entire staff aids new teachers by providing support, information and a great deal of personal time.

4. Has there been a change in the way the instructional staff is involved in the following? If so, indicate the change and its effect.

a. Formation of major school policies?

The staff has a voice in deciding most school policies. However, final decisions rest with the administration.

b. Curriculum development?

Staff members decide on their individual curriculum with some guidance from counseling and administration.

c. Evaluation of the total school program?

There is always ongoing evaluation of school programs by staff and administration. Additionally, staff and administration list positive and negative aspects of the school year in June.

d. Student activities?

All staff members participate in student activities at different times throughout the year.

e. Evaluation of student activities?

As with other school activities, the staff evaluates all student activities and makes recommendations.

5. Briefly appraise faculty morale.

Faculty morale is generally high. The staff works well together. Any conflicts that arise are dealt with and resolved amicably.

6. What means are used to augment the "team" approach in working with students which have not been cited before?

Special student problems are frequently discussed at noon hour and staff meetings. Staff members who feel they have a close relationship with the student will try to deal with the student's problem.

7. How are continuation high school teachers' salaries related to salaries of teachers in other schools of the district?

They are the same.

C. Classified Section.

1. Describe any changes in any of the following areas:

a. Recruitment and selection.

No change in recruitment or selection as far as we know. The principal and vice principal interview applicants and make the selections for the four classified positions at Chana.

b. Work assignment.

There is now a fulltime cafeteria worker at Chana. As of this school year, all the food for the hot breakfasts and lunches is prepared by this employee, rather than being transported from Placer High School.

c. Job descriptions.

The principal's secretary is now classified as a confidential employee.

Previously, the 6-hour attendance position was classified as an attendance clerk. It is now a secretary I.

d. Orientation.

The classified staff at Chana consists of four people, and it is not necessary to have on-site orientation when a new employee is hired. There is a yearly district orientation at the beginning of every school year which includes both classified and certificated employees.

e. Adequacy of staff.

The office staff is able to handle the work load very well. Even though report cards are sent out every five weeks, the octamester break time enables the staff to handle this extra duty without any problem.

The custodian now has a 4-hour per day student assistant which makes it possible to maintain a very clean and orderly facility.

f. Evaluation.

There is now a one-year probation period during which time three evaluations are required; one at 2 months, one at 5 months and a final evaluation at 11 months.

g. Working conditions.

Because of the new secretary I position, it was necessary to add an additional desk in the front office. Office space has been cut down as a result. However, an excellent storage room has been built to accomodate all the office and school supplies which were previously stored in various places around the office. This storage area was created by partitioning off a small part of the Business Education room.

h. Inservice training.

The cafeteria worker attended a two-week workshop on Quantity Food Cooking which was presented by Placer High School in the summer of 1977.

Custodial workshops are offered in the Placer Union High School District on the subjects of carpet cleaning and the cleaning and operation of different types of machines in the district.

Both secretaries attended a one-day workshop presented by the California Educational Office Employees Association in Sacramento in April of 1977.

i. Salaries and fringe benefits.

Salaries have increased at an average rate of 6% during the last five years. Fringe benefits have remained essentially the same.

V. ORGANIZATION AND OPERATION OF THE SCHOOL

The organization and operation of the school facilitates the use of proper methods and techniques that good teachers and staff members may augment and reinforce behavioral change so that the desired pupil outcome is possible. Constructive adult-type relationships, attitudes, and responsibilities are closely interwoven with the individualization of all facets of the program.

A. *Comment here on any unique or unusual features to be found in the class schedule.*

Our most unique feature is our octamester schedule. Our school year is divided into seven parts called octamesters. Each octamester is 5 weeks long, except for the first one, which is 7 weeks in duration. There is a one-week school vacation between each octamester. At the end of each octamester, students receive credits and grades for their classes and they register for new classes.

The school term is the same as other schools in our district, 175 days. China students start school in August, and finish in June. They have 5 one-week vacations during the year, as well as 2 weeks at Christmas.

Our purpose in offering this schedule is threefold:

1. *It provides for a great deal of flexibility in student programing. Students can sign up for 35 different classes in one school year.*

2. *Students are more aware of their progress by receiving grade and credit reports at the end of each octamester.*

3. *The 5-week term provides teachers an opportunity to offer short mini-courses of their choice as frequently as they desire.*

We encourage students to attend regularly during the octamester; to work in their classes and earn as much credit as possible, and then to relax and take a week off. We feel that this week off also improves our morale and efficiency as teachers.

B. *Length of periods* 50 *minutes.*

C. *Indicate the degree to which the schedule of classes contributes to the following:*

1. *Opportunity to make up deficiencies.*

a. Student may be programed for a longer day Yes

b. Student may take a subject for more hours Yes

c. Student may make up time on an unscheduled basis Yes

d. Other Yes

Work may be taken home. A work furlough program could be arranged.

2. Flexibility of programing.

Flexible in that students may take most classes at any time. The octamester system offers opportunity for taking many different classes. Students have little difficulty in getting a program change.

D. Review the chapter "Organization and Operation of the School, Form 'A'" report, and answer those questions where there has been a significant change.

The student enrollment has steadily increased since 1972, i.e., peak enrollment in October 1972 was 147, and in October 1977, peak enrollment was 174. During the past four years, ADA has increased from 135 to 185. Our teaching staff has been increased by five additional members. Our curriculum offerings have increased, as have our facilities.

VI. PROGRAM OF INSTRUCTION, CURRICULUM, AND MATERIALS OF INSTRUCTION

The program of instruction will vary according to the size of the school. However, it should be noted that diversity and the number of offerings may have little bearing upon the goals of the program and that the effectiveness of the school may be somewhat inversely related to its size. The schedule of classes contributes to the needs of the pupils as it provides flexibility, continuity, opportunity for programing for extra time, and is comprised of subjects which may lead to the attainment of the goals of the school. The subject offerings are vehicles for establishing sound relationships between students and teachers so as to promote constructive attitudes and mutual appreciations, and for the development of basic skills and knowledges expected of pupils with their respective abilities at the high school level.

The goals of the continuation high school and the expected outcomes of instruction provide the guidelines for curriculum development. Every element of the curriculum should have a substantial purpose to justify the inclusion.

A. Describe the organization and procedures for providing instructional leadership and direction in the school.

Our leadership and direction come mainly from two sources, the principal and weekly staff meetings. The principal is supportive of staff programs of instruction and innovations. Our weekly staff meetings give us the opportunity to air problems, discuss solutions and receive information on the workings of the school. In addition, we are encouraged and aided in attending seminars, workshops and conferences which enrich our programs. Finally, we follow school policies and goals and district guidelines.

B. Give an evaluation of the program of instructional supervision.

Supervision at our school is done by our principal and vice principal through informal observations and private discussions with us. There are also formal evaluations made according to district guidelines. We also have informal supervision through our discussions and input from other staff members.

C. Describe procedures by which teachers are evaluated, by whom, and frequency of evaluation.

Teachers are evaluated by "Form B" evaluations (see district handbook). The principal and vice principal evaluate the forms with the teacher and make classroom observations. Tenured teachers are evaluated every other year. Non-tenured teachers are evaluated twice each year.

D. Describe the strengths of the school's instructional program.

Chana has a well-qualified teacher corps who, for the most part, teach in the areas of their choice. Their primary concern is the student first, and subject area second. We have fine cooperation form the administrative level in implementing new and experimental courses.

The methods of instruction include: tutorial method, which dominates, (p.6, Handbook), individual programs (pp. 6-7, Handbook), presentation of special activities from outside sources, team teaching, giving diverse views, is continually offered.

Chana High School makes available a variety of course offerings, including Work Experience and ROP.

E. Describe areas where school's instructional program needs improvement.

1. We need to listen more to students and encourage and elicit their reaction and criticism regarding school functions and course offerings.

2. We need additional vocational education courses, i.e., auto shop, industrial arts, cosmotology, etc.

3. More student involvement in ROP.

4. More motivation of students and the offering of courses geared toward academic achievement.

5. More GED-type classes and Proficiency Test courses.

F. List any new or innovative programs which have been initiated since the previous accreditation visit.

1. Agriculture Program

   a. Consisting of following classes:

      1) Ornamental Horticulture
      2) Gardening & Landscaping
      3) Plant Production
      4) Forestry
      5) Veterinary Science
      6) Pet Care
      7) Beginning Auto Mechanics

   b. Co-op Agriculture program with comprehensive high school

2. Music Classes

3. Expanded English Classes

a. Remedial Reading
b. Death & Other Endings
c. New Beginnings
d. Value Clarification
e. Journalism

1) School Newspaper
2) Yearbook

4. Expanded Social Studies Program

a. Current Events
b. Social Problems
c. History of Minority Groups
d. Psychology
e. Getting It Together

5. Expanded Arts and Crafts Program

a. Additional ceramic equipment:

1) Gas kiln
2) More kick wheels

b. Tie Dye and Batik
c. Woodcraft
d. Christmas Arts and Crafts classes & Christmas sale

6. Home Economics

a. Quilting
b. Child Care Program
c. Bachelor Survival

7. Photography & Film Making Classes

8. Expanded Business Education Classes

a. Career Information
b. Consumer Education
c. Job Procurement Skills
d. Media and Communications

9. Tennis

10. Expanded Student Service Programs

a. G.E.D. Preparation
b. Orientation
c. Advisory
d. Home Visitations
e. Senior Pictures
f. Afternoon Behavior Modification Classes

g. CETA Work Program
h. Community College Counselor Visitation
i. Involvement of Auburn Awareness House personnel in on-campus classes
j. 49'er ROP Program
k. Graduate Student Follow-up
l. On-campus breakfast and lunch program

11. Additional Innovative Programs

a. Octamester Class Scheduling
b. Intersession Class Offering
c. Productive Work Attendance Credit
d. Contract Credit

G. Are district and school curriculum guides available to serve as a base of departure for the individualized instructional program?

A committee composed of a representative from each school developed a guide for each department within the instructional program. All of our classes have individual class guides (Course Terminal Objectives) developed by the individual teacher and approved by the administration to conform in principle with similar courses offered at the regular high schools in the district. All unique courses offered at the continuation high school have special administration approval.

H. Curriculum development for the continuation high school.

1. Describe methods and procedures used for developing and changing curriculum. What curriculum studies were undertaken since the last accreditation process?

Curriculum is continuously reviewed and updated each octamester. Individual teacher introduces a new class to counselors and the principal at the beginning of each octamester. Students also have input about new course offerings. Course offerings are listed on a large board which is posted for teacher approval the week before students schedule classes. Refer to section F for listing of new classes since the last accreditation.

2. Describe provisions for articulation of the curriculum from feeder schools and also with schools and other agencies receiving your graduates and transferees.

A counselor from each of the comprehensive schools visited Chana this year and was made aware of our program. The district vice principals meet twice a month and the district counselors meet once a month. Information about Chana is frequently shared at these meetings.

Last year, students from Chana, along with several staff members, made two visits to one of the comprehensive schools to talk with prospective Chana students. This offer has been made available to other comprehensive schools.

A counselor from the local community college generally makes 3 or 4 visits to our campus each year. This person talks with our students about Sierra College and in turn becomes familiar with our program.

I. Textbooks and instructional materials.

1. Describe procedures for the acquiring of instructional materials (include all media). Discuss the adequacy of these procedures.

Areas determine their own individualized needs. Purchase orders go through the principal and the district office. An Educational Film Center is available.

School instructional materials and media supplies are discussed and approved in staff meetings.

Because of the size of the school and the open and frequent communications between staff members, these procedures are adequate.

2. Discuss the adequacy of the available instructional materials for individualized instruction.

The current materials are adequate for present needs; new materials are easily introduced and available for new courses of study because of the adequate procurement policy. Film procurement through the county Educational Film Center has become much more complex and involved. Therefore, it is used less than before. However, several teachers use films which are sent through the mail.

J. Library-Media Center (Answer if appropriate).

1. When is the library open for student use?

During class time.

2. Describe the instructional program related to teaching students how to use the library.

None.

3. What is the cost of library books and other media materials purchased last year?

$2,500

4. Describe the strengths and weaknesses of the library services.

Strengths: Availability, diversity, students help determine materials.

Weaknesses: No organization, no librarian to supervise, sketchy check-out system.

5. Discuss any significant changes in this service since the last visitation report.

There are more books available.

K. Work Experience.

Any student who has or obtains a qualifying job can be on Work Experience Education. Credits are awarded at the rate of 10 credits per semester or 20 per year. Students on Work Experience for one or more octamesters earn 3 credits per octamester. Credits are awarded at the end of the 4th and 7th octamesters.

1. Who coordinates the Work Experience program?

Richard Garland, Counselor, coordinates the program.

2. How many hours of Work Experience coordination are provided per week?

The schedule is flexible. The afternoons are usually reserved for Work Experience coordination and it can amount to 10 or 15 hours if needed.

3. How many students are in Work Experience programs on this date?

December 1977 - 48 Students

4. Explain how the Work Experience Coordinator works with teachers and employers.

A list of Work Experience students is published each octamester for teacher information. The Work Experience coordinator attempts to program Work Experience students into classes with teachers who cater to their needs.

The Work Experience Coordinator makes periodic visits to places of employment for the purpose of recruitment of job slots and worker evaluation.

5. Is the Work Experience program a separate program for the continuation high school, or is it a part of the total district program?

It is part of the total district program.

6. How often are places of employment contacted?

They are contacted once every other octamester.

L. Discuss the availability of vocational education programs as to types of vocations, ease of participation and number of continuation students involved on a specified date.

The 49'er Regional Occupational Program currently offers 13 programs. Each technical-vocational program earns on-the-job training, as well as 15 credits per semester. Any junior or senior student is eligible. As of September, 12 students have enrolled in the program.

In addition, we have on-campus vocational classes in Business Education and Agriculture.

M. Explain the school's curriculum relative to drugs, alchohol, tobacco, venereal disease and driver training.

Three areas of the school's curriculum deal with drugs, alchohol, tobacco, venereal disease and driver training. Family Life classes discuss the facts pertaining to venereal disease, and the Health and Safety classes cover drugs, alchohol, driver training and tobacco. A new psychology course has as an integral part of its format the Auburn Awareness House's "Outreach Program", which deals with drug and substance abuse. One of its primary goals is to offer the student an alternative to the daily suggestions from peers on whether or not to get stoned during school time.

In addition to specific classes, we as individuals do our best to make students aware of the consequences of using or abusing certain chemicals. We realize that positive changes in behavior occur only when the individual feels some inner need to grow. However, it is hoped that some perspective on drugs will help the student in making decisions which will enable him to develop in a positive direction.

N. The continuation high school is usually small and not departmentalized. Each teacher, rather than each department, should prepare a two to four page section for this chapter including what is outlined below. (Labeled with subject and teacher's name.)

<u>Woodcraft</u> - Rudolph Browne

1. List of specific school goals toward which the teacher is primarily directing his/her instructional program keeping in mind that specific subject areas will not address themselves to all the goals.

   I attempt to instill in my students the following:

   a. A sense of worth
   b. A sense of responsibility
   c. A sense of accomplishment

2. Describe briefly the process which is designed to achieve each of the goals listed under Item "1" above.

a. Initially I discuss the course with the entire class, outlining my goals and objectives for each individual.

b. I continually work with each student to insure that each knows what he/she is doing and I help each person if my assistance is needed.

c. I attempt to make contact with each individual in class each day even if it is just to say "hello".

d. I check progress of their projects, and if not started, assist them in understanding the primary steps of the project. This progress check I continually make until the project is finished or abandoned.

e. I evaluate and share with the class each finished project, giving praise or constructive criticism where necessary.

3. Explain how the following aspects of individualized instruction are accomplished.

a. Pupils may enter a class at any time without loss of efficiency as to starting purposeful work.

Since each student works on individual projects and not on a class project, each can start at any time. I feel that the "thinking out" and planning of a project is as important as the finished project itself, especially when solving the problems on paper rather than on the actual materials employed.

b. Pupils may attend class irregularly or in any scheduled pattern without loss of continuity.

Certainly if a student is away from class too long, continuity is disrupted, but since there are levels of accomplishments and work to be done, it need not really be in rigid order.

c. Each pupil can work at his own speed.

How else can a student work? The project is done when it is done, not because I have set a deadline. If the work is not completed, the credits are not given until the work has been completed.

d. Each pupil in the class may be doing different work.

I prefer each student to be working on different projects. However, if a student has accomplished something outstanding, I encourage the sharing of ideas and plans.

e. Pupil receives credit when work is finished, whether in a week, month, semester, year or more.

See "c" above.

f. Describe how assignments are given to non-readers in your classes.

Assignments are given verbally and graphically. If I have to draw a picture, I will do so.

Government, State Requirements - Dick Dowdin

1. List of specific school goals toward which the teacher is primarily directing his/her instructional program keeping in mind that specific subject areas will not address themselves to all the goals.

The specific goals towards which I am directing my efforts are:

a. Develop communication and computational skills including reading, spelling, oral and written language and mathematics commensurate with the individual student's ability.

b. Develop the skills of inquiry, problem identification and problem solving as they apply to all bodies of knowledge.

c. Develop self-awareness, self-understanding and a feeling of self-worth by recognizing and accepting their individual abilities and limitations and by making optimal use of their capabilities.

d. Be able to live with diversity and uncertainty; develop attitudes and skills to meet the challenge of change.

e. Acquire knowledge of the structures, processes and functions of our democratic institutions as a necessary part of responsible citizenship.

f. Acquire knowledge of the human body and its functions, develop an understanding of sound physical and mental health practices and appreciate the importance of physical fitness.

2. Describe briefly the process which is designed to achieve each of the goals listed under Item "1" above.

I strive to accomplish these goals by personal modeling, individualized lessons and occasional lecture discussions.

3. Explain how the following aspects of individualized instruction are accomplished.

a. Pupils may enter a class at any time without loss of efficiency as to starting purposeful work.

b. Pupils may attend class irregularly or in any scheduled pattern without loss of continuity.

c. Each pupil can work at his own speed.

d. Each pupil in the class may be doing different work.

I employ the contract method of tutorial instruction. I attempt to tailor my lessons to meet the specific needs of my students rather than the group. Individualizing instruction allows students to: (a) enter at any time without loss of efficiency as to starting purposeful work, (b) attend class regularly or in any scheduled manner without loss of continuity in their work, and (c) work at his/her own speed for greatest success and growth.

e. Pupil receives credit when work is finished, whether in a week, month, semester, year or more.

Students receive credit on the basis of 1/16 credit per period for Productive Work Attendance. The pupil receives this credit each octamester for whatever work he/she has completed. Additional credit may be contracted for and received if a student achieves 80% P.W.A.

f. Describe how assignments are given to non-readers in your classes.

I make an effort to deal with non-readers on a one-to-one basis. Assignments and quizzes are given orally, if necessary.

Recreation - Dick Dowdin

1. List of specific school goals toward which the teacher is primarily directing his/her instructional program keeping in mind that specific subject areas will not address themselves to all the goals.

The specific goals towards which I am directing my recreational program are:

a. Develop self-awareness, self-understanding and a feeling of self-worth by recognizing and accepting their individual abilities and limitations and by making optimal use of their capabilities.

b. Be able to live with diversity and uncertainty; develop attitudes and skills to meet the challenge of change.

c. Develop the ability to form positive relationships with others through an understanding of the worth, rights, dignity and uniqueness of all humans.

d. Enjoy and appreciate life in the present.

e. Accept responsibility for their individual choices and for the consequences of those choices.

2. Describe briefly the process which is designed to achieve each of the goals listed under Item "1" above.

I am to accomplish these goals primarily through group involvement in such sports as volleyball, baseball, football and soccer.

3. Explain how the following aspects of individualized instruction are accomplished.

   a. Pupils may enter a class at any time without loss of efficiency as to starting purposeful work.

   b. Pupils may attend class irregularly or in any scheduled pattern without loss of continuity.

   c. Each pupil can work at his own speed.

   c. Each pupil in the class may be doing different work.

   e. Pupil receives credit when work is finished, whether in a week, month, semester, year or more.

   In recreation, students can join in at any time and become effectively involved. They can be of any ability and have a good experience. Recreation is a non-credit offering.

4. Describe how assignments are given to non-readers in your classes.

   In Recreation, there is no need to read and hence non-readers are not threatened.

Math - Darrell Fluke

1. List of specific school goals toward which the teacher is primarily directing his/her instructional program keeping in mind that specific subject areas will not address themselves to all the goals.

   a. Develop communication and computational skills including reading, spelling, oral and written language and mathematics commensurate with the individual student's ability.

   b. Develop the skills of inquiry, problem identification and problem solving as they apply to all bodies of knowledge.

   c. Develop special skills and understanding in vocational and avocational areas which can be used in work and leisure commensurate with individual desires and capabilities.

   d. Develop self-awareness, self-understanding and a feeling of self-worth by recognizing and accepting their individual abilities and limitations and by making optimal use of their capabilities.

   e. Accept responsibility for their individual choices and for the consequences of those choices.

2. Describe briefly the process which is designed to achieve each of the goals listed under Item "1" above.

   a. Each student selects his/her math level on the basis of their prior credits and areas of uncertainty in math. This is determined in a pupil-teacher conference.

b. Students are told by me that I hope they get "stuck" on a math process often. I tell them that it's neat because it's fun for me to see their faces when they ask for help and then when they get "un-stuck". Furthermore, everyone gets stuck in math, myself included.

c. Math textbooks may be selected in different vocational areas; Math for Welders, Math for Plumbers, Math for Carpenters, etc.

d. This goal is achieved mainly by completing the first three goals listed above.

e. The students select the number of credits they want to earn in the time period which they select. Productive Work Attendance is credit given that day on the basis of work completed in class.

3. Explain how the following aspects of individualized instruction are accomplished.

a. Pupils may enter a class at any time without loss of efficiency as to starting purposeful work.

Pupils may enter a class at any time without loss of efficiency because they pick the point at which they begin on the first day of class.

b. Pupils may attend class irregularly or in any scheduled pattern without loss of continuity.

Pupils may attend class irregularly without loss of continuity because they select the area and keep track of where they have left off in their work.

c. Each pupil can work at his own speed.

Each pupil works at his own speed because each student works or does not work, as he chooses.

d. Each pupil in the class may be doing different work.

Each pupil in the class may be doing different work because about 8-10 different books may be used in each class period.

e. Pupil receives credit when work is finished, whether in a week, month, semester, year or more.

Pupils receive credit when work is finished because credit is issued on a daily basis - Productive Work Attendance.

Photography - Darrell Fluke

1. List of specific school goals toward which the teacher is primarily directing his/her instructional program keeping in mind that specific subject areas will not address themselves to all the goals.

   a. Develop special skills and understanding in vocational and avocational areas which can be used in work and leisure commensurate with individual desires and capabilities.

   b. Develop self-awareness, self-understanding and a feeling of self-worth by recognizing and accepting their individual abilities and limitations and by making optimal use of their capabilities.

   c. Be able to live with diversity and uncertainty; develop attitudes and skills to meet the challenge of change.

   d. Develop an eagerness for lifelong learning.

   e. Develop the ability to form positive relationships with others through an understanding of the worth, rights, dignity and uniqueness of all humans.

   f. Acquire knowledge of the physical, life and social sciences with particular emphasis upon the individual's responsibility to respect all life, become aware of the use and misuse of the environment and assume responsibility for its improvement.

   g. Develop a sense of the aesthetic and express their imagination and creativity through involvement in a variety of forms of artistic expression.

   h. Enjoy and appreciate life in the present.

2. Describe briefly the process which is designed to achieve each of the goals listed under Item "1" above.

   Processes which are designed to achieve these goals:

   1. Students are asked to take pictures of a variety of people, objects and plants -- in short, the creatures and objects about them and in their lives.

   2. Experimentation with film is encouraged and students are presented with the physical, chemical and aesthetic problems of picture making.

3. Explain how the following aspects of individualized instruction are accomplished.

   a. Pupils may enter a class at any time without loss of efficiency as to starting purposeful work.

Pupils may enter a class any time without great loss of efficiency because the program is flexible and because we work together on an individual/small group basis.

b. Pupils may attend class irregularly or in any scheduled pattern without loss of continuity.

Pupils may attend class irregularly, which they do, and one must continually adjust to the differing needs of the student.

c. Each pupil can work at his own speed.

Each student, to get extra credit(s) must (1) expose a roll of film and process it, (2) make a set of proofs, and (3) make one 8x10 print. A student may do this as he/she chooses.

d. Each pupil in the class may be doing different work.

Each pupil may be doing different work in any given class period. Some students are printing, some taking pictures and some developing film, as they choose.

e. Pupil receives credit when work is finished, whether in a week, month, semester, year or more.

This is achieved because credit is issued daily (Productive Work Attendance), then reported every five weeks, or immediately in the event of graduation or transfer.

f. Describe how assignments are given to non-readers in your classes.

Assignments are given via oral instructions.

English - Kenneth Foster

1. List of specific school goals toward which the teacher is primarily directing his/her instructional program keeping in mind that specific subject areas will not address themselves to all the goals.

My instructional program is directed toward many of the objectives outlined on page 3 of the Faculty Handbook:

a. To help the students know themselves and understand their relationships with others.

b. To help the students acquire a high school diploma.

c. To help the students develop principles for home and family living, including preparation for marriage.

d. To encourage the student to engage in wholesome recreation.

e. To encourage the student to practice good health habits and keep physically and mentally fit.

f. To encourage the student to participate in constructive civic activities and to obey the law.

g. To help the students to widen their knowledge and appreciation of their cultural heritage.

2. Describe briefly the process which is designed to achieve each of the goals listed under Item "1" above.

Each student is required to keep a personal journal which can enable them to achieve goals a, b, and g.

Individual conferences are held with each student during which material is presented to enable achievement of all the goals a through g.

3. Explain how the following aspects of individualized instruction are accomplished.

a. Pupils may enter a class at any time without loss of efficiency as to starting purposeful work.

Every student entering the English class is given a reading test (unless already administered by the counselor). Upon determination of the student's reading ability, work is assigned to enable the student to achieve their academic goals in accordance with the goals outlined in Section N. Since each student is working as an individual, the time of entry should have no bearing on the degree of efficiency of the student.

b. Pupils may attend class irregularly or in any scheduled pattern without loss of continuity.

Attendance must be in accordance with Chana's grading and credit policy as stated in the Faculty Handbook, page 19

c. Each pupil can work at his/her own speed.

In regular English classes, no attempt is made to bring all the students to one point of study. Each student works at their own speed.

d. Each pupil in the class may be doing different work.

Individualized instruction is implemented.

e. Pupil receives credit when work is finished, whether in a week, month, semester, year or more.

Credit is awarded and/or carried forward to subsequent octamesters in accordance with policy outlined on page 19 of the Faculty Handbook.

f. Describe how assignments are given to non-readers in your classes.

I have never seen a non-reader in my classroom. Low level readers are assigned to a reading class and given individual attention.

Math, English, Music - Pete Hanson

1. List of specific school goals toward which the teacher is primarily directing his/her instructional program keeping in mind that specific subject areas will not address themselves to all the goals.

   a. Develop communication and computational skills including reading, spelling, oral and written language and mathematics commensurate with the individual student's ability.

   b. Develop the skills of inquiry, problem identification and problem solving as they apply to all bodies of knowledge.

   c. Develop special skills and understanding in vocational and avocational areas which can be used in work and leisure commensurate with individual desires and capabilities.

   d. Develop self-awareness, self-understanding and a feeling of self-worth by recognizing and accepting their individual abilities and limitations and by making optimal use of their capabilities.

   e. Be able to live with diversity and uncertainty; develop attitudes and skills to meet the challenge of change.

   f. Develop a sense of the aesthetic and express their imagination adn creativity through involvement in a variety of forms of artistic expression.

   g. Enjoy and appreciate life in the present.

   h. Accept responsibility for their individual choices and for the consequences of those choices.

2. Describe briefly the process which is designed to achieve each of the goals listed under Item "1" above.

   The student is presented with a variety of materials and choices in each area. The student is then encouraged through individual help to pursue the completion of whatever project they have chosen. I make an effort to approach each student every day to judge their progress and offer help, should it be needed. The student is encouraged to make at least some progress every octamester.

3. Explain how the following aspects of individualized instruction are accomplished.

   a. Pupils may enter a class at any time without loss of efficiency as to starting purposeful work.

      Each student has their own folder and work that they know must be done if they are to achieve the credit for which they have contracted. It is understood by most students that if they are more than 15 minutes tardy, their chance of earning productive credit is pretty slim.

   b. Pupils may attend class irregularly or in any scheduled pattern without loss of continuity.

      All of the work in both Math and English is sequential and a student can miss any number of days and start where they left off. The teacher is available at all times for individualized help should a student have trouble with any section of their work.

   c. Each pupil can work at his own speed.

   d. Each pupil in the class may be doing different work.

   e. Pupil receives credit when work is finished whether in a week, month, semester, year or more.

      When a student enters the class, they are given work that the student and the teacher feel will help the student most in that particular subject. Math, in and of itself, is sequential, as is Music. The English is divided into many different units, each worth a set amount of credit upon completion.

      A student can contract for extra credit above and beyond productive credit. If they achieve the 80% school attendance rule and complete the journal in English, along with the extra credit, then the student is awarded those credits completed. If a student does not complete one of the criteria, then the total productive credit is given and the extra credit is given at a later octamester when all of the criteria are met.

   f. Describe how assignments are given to non-readers in your classes.

      If a student has been tested and found to be a non-reader, in English class they are counseled into the special reading class. In Math, an attempt is made to identify these students and give them individual help with their work.

Agriculture - Chessa McLemore

1. List of specific school goals toward which the teacher is primarily directing his/her instructional program keeping in mind that specific subject areas will not address themselves to all the goals.

   I try to direct my classes towards these goals: (1) a basic instructional program divided into individual units, (2) guide students towards immediate and long-term goals, (3) establish a good rapport with all students, (4) teach, by example, manners, morals and values, and (5) instill an appreciation of nature in students. I hope by remaining consistent with my goals, I will develop wholesome values and attitudes in my students as well as prepare them physically and mentally to become effective citizens.

2. Describe briefly the process which is designed to achieve each of the goals listed under Item "1" above.

   Classes are conducted in a friendly, relaxed atmosphere. However, I do maintain an orderly classroom condusive to work. Work is done both in class and out-of-doors. We use the garden area, greenhouse and surrounding acreage for projects and observations. I try to get to know each student very well.

3. Explain how the following aspects of individualized instruction are accomplished.

   a. Pupils may enter a class at any time without loss of efficiency as to starting purposeful work.

      Written lessons are all individual units that the student may complete according to his/her ability and schedule. I generally offer two classes which work from textbooks. Students may enter my classes at any time and are placed according to their level as determined by oral exam or discussion with the student.

   b. Pupils may attend class irregularly or in any scheduled pattern without loss of continuity.

      Students may work on their assignments irregularly without loss of credit or continuity and may resume work at any time. I impress on students the need for continual work to get maximum credit.

   c. Each pupil can work at his own speed.

   d. Each pupil in the class may be doing different work.

      Students in my classes may all be doing different work at the same time.

   e. Pupil receives credit when work is finished, whether in a week, month, semester, year or more.

Credit for work accomplished is given through productive hours, units of work completed, projects completed or any combination of these, according to the course being studied.

f. Describe how assignments are given to non-readers in your classes.

Slow or non-readers are given work at their level, film strips or projects to do. I do make every effort, however, to encourage and aid a poor reader with written material. Sometimes small groups of students may work together to aid a poor or non-reader.

Psychology - Cindy Murphy

1. List of specific school goals toward which the teacher is primarily directing his/her instructional program keeping in mind that specific subject areas will not address themselves to all the goals.

The specific school goals toward which I primarily direct my program are as follows:

a. To heighten self-image, self-esteem and self-worth of each student.

b. To encourage interpersonal and personal exploration of human values.

c. To establish appreciation and respect for the other members of the group.

d. To encourage questioning. valuing and action for present and future issues that students face and will face in later life.

e. To provide an opportunity to make decisions and choose directions in class work.

f. To provide an awareness of alternatives and steps involved in decision making.

2. Describe briefly the process which is designed to achieve each of the goals listed under Item "1" above.

Goals are implemented by group discussion, personal modeling, lecture and individual encounters. I also utilized the media and community resource people. There is continual positive reinforcement and encouragement of self-examination that is fostered verbally in the group, along with some written value exercises.

3. Explain how the following aspects of individualized instruction are accomplished.

a. Pupils may enter a class at any time without loss of efficiency as to starting purposeful work.

My class is organized as a group discussion. A student may enter my class at any time and be an effective member of the class. I do have individual packets and activities for those students who wish to earn extra credit. I encourage working together and cooperative learning.

b. Pupils may attend class irregularly or in any scheduled pattern without loss of continuity.

Students are given graduation credit on the basis of productive class hours. Students who attend one day a week, or those who have irregular attendance, receive fewer credits at the end of the octamester. Daily discussion does not necessarily rely on work of the previous day.

c. Each pupil can work at his own speed.

Group discussion is the main focus of the class. I grade each student independently based upon their own ability and their productive hours spent in class.

d. Each pupil in the class may be doing different work.

If the group breaks into smaller groups, there may be different issues to be covered. Most class time is spent in group-related activities.

e. Pupil receives credit when work is finished, whether in a week, month, semester, year or more.

Students receive credit in terms of attendance. At the end of each octamester, the student can receive anywhere from ½ credit to 2 credits, depending upon productive work attendance. Full-time students can earn additional credit by contracting for outside class work if that student achieves 80% productive work attendance in their class during the octamester. Additional work not granted credit because of attendance during one octamester may be carried over to the next octamester.

f. Describe how assignments are given to non-readers in your classes.

Most assignments I give are done orally. Many assignments require no reading, such as watching movies and t.v. specials. Since it is a group process, most members work cooperatively.

U.S. History - Joseph Murphy

1. List of specific school goals toward which the teacher is primarily directing his/her instructional program keeping in mind that specific subject areas will not address themselves to all the goals.

a. Develop an eagerness for lifelong learning.

b. Develop the ability to form positive relationships with others through an understanding of the worth, rights, dignity and uniqueness of all humans.

c. Acquire knowledge of the structures, processes and functions of our democratic institutions as a necessary part of responsible citizenship.

d. Acquire knowledge of the physical, life and social sciences with particular emphasis upon the individual's responsibility to respect all life, become aware of the use and misuse of the environment and assume responsibility for its improvement.

e. Acquire knowledge and understanding of people throughout the world in terms of their political, economic, racial, ethnic and cultural backgrounds.

f. Develop a knowledge of economic institutions sufficient for an understanding of the individual's rights and responsibilities as a consumer.

g. Accept responsibility for their individual choices and for the consequences of those choices.

2. Describe briefly the process which is designed to achieve each of the goals listed under Item "1" above.

All students are given individual instruction. In the process, considerable effort is made to improve the idea of lifelong learning, the importance of positive relationships with others and a respect for all life. Emphasis is placed on the necessity for knowledge of our political and economic institutions and their practical importance to the individual.

3. Explain how the following aspects of individualized instruction are accomplished.

a. Pupils may enter a class at any time without loss of efficiency as to starting purposeful work.

Each student is counseled individually to determine where they left off in the subject or, in some cases, whether or not the student was previously enrolled in the subject. The student's transcript is checked, if available.

b. Pupils may attend class irregularly or in any scheduled pattern without loss of continuity.

A permanent record is left of each pupil's work, thereby making it easier to trace their progress. If a student is absent for an extended period of time, the teacher will conduct an oral review with the student upon his/her return.

c. Each pupil can work at his own speed.

Each student works independently, thus proceeding at their own speed. The teacher is always available to aid or guide as needed.

d. Each pupil in the class may be doing different work.

The students work independently at their own speed and on their own chosen assignment. Therefore, it is possible that each student in the class could be doing different work.

e. Pupil receives credit when work is finished, whether in a week, month, semester, year or more.

Students do receive credit when work is finished. However, we grade on the octamester system and usually credits are given at the end of each octamester.

f. Describe how assignments are given to non-readers in your classes.

Currently, I have no non-readers, but on occasion when non-readers were assigned to me, I would tape their lessons. Another process might be reading to the students and giving them oral quizzes.

Art - Elizabeth Solomon

1. List of specific school goals toward which the teacher is primarily directing his/her instructional program keeping in mind that specific subject areas will not address themselves to all the goals.

Goals:

a. For the student to plan a project and carry it through to completion.

b. For the student to learn a skill(s) which will continue to provide satisfaction in other settings.

c. For the student to learn good work habits, such as: to be punctual, to clean up and put things away and to enjoy the whole process of working in Art.

2. Describe briefly the process which is designed to achieve each of the goals listed under Item "1" above.

a. I usually talk to the student at the start of a project and help, when necessary, with technical information or materials as work progresses. I encourage the student to finish or at least to go as far as possible with the project.

b. The Art curriculum stresses those skill areas such as; ceramics, drawing, leathercraft, etc., which can be the basis for a lifelong interest.

c. Students who are punctual are more likely to earn credit. However, I often call the laggards from outside so that they will not be penalized with "tardies".

At the clean-up bell, I remind students to put away their projects, tools and to clean their areas.

I do my best to have the Art area a pleasant place to work, with the radio playing and a generally relaxed atmosphere.

I may ask a student with good work habits (or one who is showing marked improvement in this area) to be my teacher's aide. This earns him/her an extra unit of credit.

3. Explain how the following aspects of individualized instruction are accomplished.

   a. Pupils may enter a class at any time without loss of efficiency as to starting purposeful work.

   b. Pupils may attend class irregularly or in any scheduled pattern without loss of continuity.

   c. Each pupil can work at his own speed.

   d. Each pupil in the class may be doing different work.

   In all of the Art or Craft classes, the work is entirely individual (as well as non-verbal) with the student earning "P's" toward the octamester's credit. Therefore, there is no difficulty accomplishing a, b or d.

   As to c, there is one possible disadvantage for the student who wants to earn credits quickly, as it is hard to earn more than the productive period "P", and amass more than the 1½ credits per octamester. Extra credit can be given for extra work (done out of class) if it is contracted for with the teacher.

   e. Pupil receives credit when work is finished, whether in a week, month, semester, year or more.

   f. Describe how assignments are given to non-readers in your classes.

   Neither "e" nor "f" apply to our situation in the Art department.

Business Education - Lisa Soltan

1. List of specific school goals toward which the teacher is primarily directing his/her instructional program keeping in mind that specific subject areas will not address themselves to all the goals.

   My Business classes are guided by the following goals:

   a. To convince the student that they can be self-supporting

and can advance in salary and position through proper training and preparation.

b. To help students practice money management by earning money to pay their debts promptly and to save money.

c. To help the student enter occupational training or find satisfactory employment.

2. Describe briefly the process which is designed to achieve each of the goals listed under Item "1" above.

The above goals are reached by offering the student individualized instruction in the following areas: Recordkeeping, Bookkeeping, Accounting, Survival in the World of Work, Marketing, Consumer Education, Career Exploration, General Business, Typing I & II, Calculating Machines, Filing and How to Start a Small Business.

3. Explain how the following aspects of individualized instruction are accomplished.

a. Pupils may enter a class at any time without loss of efficiency as to starting purposeful work.

b. Pupils may attend class irregularly or in any scheduled pattern without loss of continuity.

c. Each pupil can work at his own speed.

d. Each pupil in the class may be doing different work.

e. Pupil receives credit when work is finished, whether in a week, month, semester, year or more.

f. Describe how assignments are given to non-readers in your classes.

When a student signs into my class for the first time, they are given a short questionnaire which is designed to bring to the student's attention some areas in Business from which they could profit. A list of all the subjects, their objectives and options on how the student can accomplish those objectives, is given to the student. After deciding on a course of study, the student fills out a contract and works at his own speed during the octamester to complete it. During the class period, students work on their contracted work, and I help them as they need it. The students each have a folder for their work. If they drop out of the class, I keep their work until they take the class again, attend 80% and collect their credits for work completed. Non-readers are given materials which are geared to a lower reading level, they can develop skills on the adding machine and typewriter and use filmstrips and movies.

My primary aim is to give the student a sense of self-worth and employability. I also run a job board, recruit Chana students to fill jobs found by Y.E.S. and have students apply for C.E.T.A. jobs if they qualify.

Social Studies - Ed Triggs

1. List of specific school goals toward which the teacher is primarily directing his/her instructional program keeping in mind that specific subject areas will not address themselves to all the goals.

   The learning experience in Social Studies is designed to promote positive achievement towards one or more of the following specific goals:

   a. Develop communication and computational skills including reading, spelling, oral and written language and mathematics commensurate with the individual student's ability.

   b. Develop self-awareness, self-understanding and a feeling of self-worth by recognizing and accepting their individual abilities and limitations and by making optimal use of their capabilities.

   c. Be able to live with diversity and uncertainty; develop attitudes and skills to meet the challenge of change.

   d. Develop an eagerness for lifelong learning.

   e. Develop the ability to form positive relationships with others through an understanding of the worth, rights, dignity and uniqueness of all humans.

   f. Acquire knowledge of the structures, processes and functions of our democratic institutions as a necessary part of responsible citizenship.

   g. Acquire knowledge of the physical, life and social sciences with particular emphasis upon the individual's responsibility to respect all life, become aware of the use and misuse of the environment and assume responsibility for its improvement.

   h. Acquire knowledge and understanding of people throughout the world in terms of their political, economic, racial, ethnic and cultural backgrounds.

   i. Develop a knowledge of economic institutions sufficient for an understanding of the individual's rights and responsibilities as a consumer.

   j. Enjoy and appreciate life in the present.

   k. Accept responsibility for their individual choices and for the consequences of those choices.

2. Describe briefly the process which is designed to achieve each of the goals listed under Item "1" above.

a. The structure of the continuation high school with frequent opportunities for one-to-one student/teacher involvement and interaction fosters a situation whereby communication is apparent and fruitful to both student and teacher.

b. The support established in the classroom between the individual student and the teacher lends itself to the student's acquiring insights as to themselves, their strengths, weaknesses, responsibilities and their interaction, present and future, with the world around them.

c. The individualized learning packages, agreed upon by student and teacher is designed, whenever possible, to incorporate an understanding of the political, economic, social, racial, environmental, ethnic and cultural interrelationships and interaction of the world around them.

d. The discussion segment of classroom activity lends itself to further develop communicational and decision-making skills, as well as forming positive relationships with others.

3. Explain how the following aspects of individualized instruction are accomplished.

a. Pupils may enter a class at any time without loss of efficiency as to starting purposeful work.

The format of individualized instruction and a prorated productive work attendance system insures a student's being rewarded with credit at any point in which he/she enters class and produces meaningful work.

b. Pupils may attend class irregularly or in any scheduled pattern without loss of continuity.

The students are encouraged to attend regularly. With the use of individualized programs of instruction, progress is an individual step-by-step procedure for each student which he/she can continue at any time without loss of continuity. The teacher is available at all times to guide and restore continuity if lack of attendance is extreme.

c. Each pupil can work at his/her own speed.

Each student is working at his/her own program at his/her own rate according to the student's attendance and motivation.

d. Each pupil in the class may be doing different work.

This is usually the case by the very nature of individualized learning.

e. Pupil receives credit when work is finished, whether in a week, month, semester, year or more.

Credit is given upon completion of a student's aforementioned individualized learning program. Each program is given credit value.

f. Describe how assignments are given to non-readers in your classes.

Non-readers or slow readers are encouraged to make use of the audio-visual equipment of the school as well as media presentations of news, documentaries, etc. for credit. The majority of work with the problem reader is done with modified reading material and individual sessions with the instructor.

Teen Mother, Home Economics - Sheryl Wilson

1. List of specific school goals toward which the teacher is primarily directing his/her instructional program keeping in mind that specific subject areas will not address themselves to all the goals.

Goals toward which I direct my program:

I strive to (1) help the students better understand themselves and other people, (2) help the students acquire a high school diploma, (3) help the students learn how to be self-supporting and confident enough to realize their potential for being self-sufficient, (4) help the students practice good health standards for themselves and their children, and (5) help the students gain some consumer "know-how" and skills.

2. Describe briefly the process which is designed to achieve each of the goals listed under Item "1" above.

I work on an individual basis with each student trying to meet individual needs. Individualized lessons are given to those students who need work in physiology of pregnancy, infant care, child development, family life and consumer education. Other students learn well through group discussion, film strips and modeling.

3. Explain how the following aspects of individualized instruction are accomplished.

a. Pupils may enter a class at any time without loss of efficiency as to starting purposeful work.

Students may enter or leave a class at any time without loss of credit. Credit is given for Productive Work Attendance (16 "P's" = 1 credit). If a student completes more individualized lessons than the amount of Productive Work Attendance, then the student would get the credit for

the written work if the Productive Work Attendance amounts to 80% or more of the current grade period.

b. Pupils may attend class irregularly or in any scheduled pattern without loss of continuity.

Since students are all on individualized lessons or group discussion, continuity is not broken for a student who attends class irregularly. However, since credit is obtained by Productive Work Attendance, it does not help a student to have excessive absences.

c. Each pupil can work at his own speed.

Since lessons are individualized, each student can work at his own speed without affecting the rest of the students in the class.

d. Each pupil in the class may be doing different work.

Most students come in at different times, start the courses when they enter and continue at their own speed. Therefore, most students are doing different work.

e. Pupil receives credit when work is finished, whether in a week, month, semester, year or more.

Students receive credit at the end of an octamester, approximately 5 weeks.

f. Describe how assignments are given to non-readers in your classes.

Non-readers are given practical things to do in my class; sewing, macrame, crafts, etc. Individual and group discussion is also used with non-readers. I have some filmstrips, records and tapes in child development and family life that seem to work well with poor or non-readers.

VII. STUDENT ACTIVITIES AND STUDENT EVALUATION

Under certain circumstances the student body activities in the continuation high school may provide opportunity for experiences in the democratic process, foster a friendly spirit among students and promote a sense of participation beyond the individual classroom. They may form an important link between the community and the school. Many continuation high school programs do not lend themselves to a structured student activities program. For some, a much curtailed or modified program might contribute more effectively to the goals of the school and desired pupil outcomes.

A. Review the chapter entitled "Student Activities and Student Evaluation" in the PROCEDURES, FORM A, then list, describe and evaluate any new extra-curricular activities which have been started since the last report. Also list those activities which have been dropped and explain the reason.

Extra-curricular activities are not an integral part of the Chana instructional program. This is due mostly to the makeup of the student body and the location of the school. Our students attend Chana during the hours that classes are scheduled and then leave school to attend to their own affairs. The school is located on the outskirts of Auburn; therefore, it is not a hub of after-school activities.

Since our last accreditation, however, we have increased some of our in-school student activities. We have published a school newspaper for the past three years and have produced yearbooks for 1976 and 1977. We have expanded our field trips. Students have worked many extra hours producing a film about Chana, and the Filmmaking class is now producing a melodrama. We had a Drama class in 1976 which presented an adaptation of Shakesphere's, "A Mid-Summer Night's Dream". This play was presented to our student body and also to two of the local elementary schools. As a result of our agricultural program, we have an F.F.A. chapter at Chana. We have held a Christmas arts and crafts sale, consisting of student-made projects, for the past three years. This year, we held our first student-parent-teacher "Back To School Night" dinner. The close proximity of the Auburn Regional Park affords an opportunity to engage in recreational activities. We frequently have student-faculty baseball games, and have had an annual playday with a picnic lunch.

B. Student Evaluation.

The purpose of this section is to obtain student opinions about the school and its program from a reasonable sampling of the student body. In conducting this survey, follow the instructions given below.

1. Selection of the Sample.

The principal, or such person or group as he may designate, should select the sample. Schools under 200 enrollment should try to

administer the questionnaire to a representative sample of not less than 50 students. Larger schools should have a sampling of not less than 25 percent. After the size of the group is determined, then the attempt should be made to select a random sampling or true cross section of the student body.

2. Methods of Administering the Student Questionnaire.

The school may use either of two methods for securing student opinions:

a. By student interviews.

These interviews should be conducted by persons who, in the judgment of the school, can secure the most honest opinions of the students. The school may wish to consider a short training session for interviewers so that procedures in all cases will be the same.

b. By written questionnaires.

The questionnaires should be administered in the normal procedure used for such activities within the school. Whether these data are collected by interview or questionnaire, care whould be taken to be certain that the student understands each question.

3. Tabulation.*

The student committee, under the direction of a faculty advisor, should tally the responses to each question. Lists should be made of the items included in the last two questions (32 and 33). Where items are duplicated, they should be tallied. Report these lists on separate sheets. The Student Questionnaire Tabulation Sheet (pages A1-A8) may be used to tabulate the questionnaire.

*It may be of value to tabulate responses from new students and older students separately.

4. Reporting.

a. How many students were in the sample tested. 83

b. What percent is this of the student body? 43%

c. Describe how the sample was selected and by whom.

It was decided by the faculty to administer the questionnaire to all students in attendance on a given day during 2nd period.

d. Describe the selection, constituency and operation of the interviewing team.

Four members were selected from the faculty. These four people reviewed the questionnaire and decided upon an appropriate procedure. The student body was divided into three groups for survey administration. A brief explanation

was given to the students about the survey and its purpose, and then they proceeded at their own rate. The whole accreditation process was discussed at a general student meeting a month prior to the test date.

e. Describe the selection, constituency and operation of the student committee.

During the general student meeting held in October, when the accreditation was discussed, we recruited student assistance. Four people volunteered to help tabulate the results.

f. List tabulation totals on the "Reporting Form". In the percent column, indicate the percentage of the sample giving that particular response.

Refer to tabulation form.

g. Any supplemental reports by the students, interviewers, or others, should be appended to the "Student Form" report.

N/A

5. Tabulation of Responses to the Student Questionnaire.

Please note that, if similar statistical data is available as a result of the Form "A" study five years ago, it should also be included in the appropriate columns as a basis for comparison.

Refer to tabulation form.

STUDENT QUESTIONNAIRE TABULATION SHEET

TABULATION (Five Years Ago)		TABULATION (Current)		QUESTION
Number	Percent	Number	Percent	
				1. How many months have you been enrolled in this school?_____ *Varied from 1 month to 30 months.*
				2. When you made out your program, did you have a personal conference with a teacher, counselor, principal, or administrator? (The conference may have been short and informal.)
39	78%	62	75%	a. Yes, adequate.
3	6%	10	12%	b. Yes, but not adequate.
7	14%	11	13%	c. No.
				3. Can any student have a conference with a teacher, counselor, or principal within a reasonable time if he/she asks for one?
49	98%	81	98%	a. Yes.
1	2%	2	2%	b. No.
				4. Do you feel free to discuss your problems with your teacher, counselor, or principal?
44	88%	76	92%	a. Yes.
6	12%	7	8%	b. No. (If "no," explain.)
				5. How would you rate your program for acquainting new students with your school?
31	62%	77	93%	a. A real effort is made to help students "learn their way around."
19	38%	6	7%	b. No organized program of orientation is offered.
				6. Do you understand how credits are earned in this school?
45	90%	80	98%	a. Yes.
5	10%	2	2%	b. No.

TABULATION (Five Years Ago)		TABULATION (Current)		QUESTION
Number	Percent	Number	Percent	
				7. Would you rather be in another school?
1	2%	6	7%	a. Yes.
48	96%	78	93%	b. No.
				8. How would you rate the job your counselor is doing in giving services you need?
16	32%	35	41%	a. Excellent.
20	40%	38	45%	b. Good.
12	24%	11	13%	c. Average.
0		1	1%	d. Poor.
				9. In which of the following ways are students helped by your school in choosing or getting a job? (Check one or more.)
3	6%	7	6%	a. Our students get very little help in this matter.
3	6%	19	17%	b. We have quite extensive and valuable units or courses on choosing a vocation.
3	6%	13	11%	c. We have units or courses on choosing vocations but they are not very helpful.
13	26%	45	40%	d. We have a person or office which tries to help students obtain jobs if they want such help.
5	10%	14	12%	e. We have a cooperative program within the local employment office.
19	38%	16	14%	f. Unaware of this service.
				10. Do you feel that there are ample books and supplies?
26	52%	55	68%	a. Have always had books and supplies necessary for my assignments.
12	24%	13	16%	b. Have had to delay my work because of shortages.
9	18%	13	16%	c. Have had a wide choice of references and materials for my work.

TABULATION (Five Years Ago)		TABULATION (Current)		QUESTION
Number	Percent	Number	Percent	
				11. In your opinion, how many of your present teachers have made a real effort to help you understand the purposes and values of the courses you are taking?
3	6%	6	7%	a. One.
6	12%	8	10%	b. Two.
17	34%	16	19%	c. Three.
9	18%	32	38%	d. Four.
8	16%	16	19%	e. Five.
1	2%	1	1%	f. Six.
6	12%	5	6%	g. Seven.
				12. How many teachers do you have at present?
0	0%	1	1%	a. One.
0	0%	6	7%	b. Two.
11	22%	19	22%	c. Three.
23	46%	28	33%	d. Four.
8	16%	30	35%	e. Five.
1	2%	1	1%	f. Six.
1	2%	1	1%	g. Seven.
				13. Does your school offer all of the subjects that you would like to take in school?
17	34%	44	54%	a. Yes.
32	64%	38	46%	b. No.
				14. If the answer to question #13 is "no," list the courses which you want to take but which are not offered:
29	58%			a. See page 78
5	10%			b.
10	20%			c.

TABULATION (Five Years Ago)		TABULATION (Current)		QUESTION
Number	Percent	Number	Percent	
				15. Which of the following statements best describes a student's opportunity to make up deficiencies or failures:
15	30%	53	68%	a. Students can enroll for additional hours of school.
5	10%	10	13%	b. Students would have to attend summer session in order to make up work.
23	46%	15	19%	c. Other_____
				16. Can students enter classes and begin purposeful work at any time, either starting at the beginning of the course or where they were in the course when they came to the school?
48	96%	70	87%	a. Yes.
1	2%	9	13%	b. No.
				17. Do students receive credit whenever work is completed whether in a month, three months, six months or more?
49	98%	71	90%	a. Yes.
		8	10%	b. No.
				18. How would you rate the methods of instruction used in the school?
12	24%	22	28%	a. Excellent.
25	50%	39	49%	b. Good.
11	22%	16	20%	c. Average.
		2	3%	d. Below average.
				e. Poor.
				19. Do you feel that teachers for the school have been well selected?
44	88%	78	98%	a. Yes.
5	10%	2	2%	b. No.

TABULATION (Five Years Ago) Number	TABULATION (Five Years Ago) Percent	TABULATION (Current) Number	TABULATION (Current) Percent	QUESTION
				20. What do you consider to be the three most important characteristics of a good teacher?
				a. See page 78
				b.
				c.
				21. In my opinion, the main purpose of this school is to --
32	64%	46	35%	a. make it possible to get a diploma.
16	32%	29	22%	b. help in making up lost credits.
3	6%	15	12%	c. help in review of reading, mathematics, or basic subjects.
4	8%	11	8%	d. help in getting a job.
2	4%	13	10%	e. help in getting along with other people.
1	2%	6	5%	f. help to go back to the regular schools.
6	12%	10	8%	g. Other purpose_____
				22. Do students have the opportunity to discuss and study the reasons for attending high school, the value of a diploma, the purpose of the school, and similar topics?
				a. These topics are discussed frequently in various classes, bulletins, etc.
13	26%	39	70%	1. Yes.
		17	30%	2. No.
				b. Values and purposes of school are sometimes discussed as above.
32	64%	55	93%	1. Yes.
		4	7%	2. No.
				c. Our school seems to feel that these topics are unimportant.
4	8%	12	25%	1. Yes.
		37	75%	2. No.

TABULATION (Five Years Ago)		TABULATION (Current)		QUESTION
Number	Percent	Number	Percent	
				23. How well were you doing in school before you came to this school?
4	8%	4	6%	a. Very well.
14	28%	14	21%	b. Average.
32	64%	50	73%	c. Below average.
				24. How do you feel you are doing in this school?
41	82%	57	79%	a. Better than before coming here.
8	16%	10	14%	b. About the same as in other schools.
1	2%	5	7%	c. Not very well.
				25. Do you feel continuation education has helped you?
49	98%	66	94%	a. Yes.
1	2%	4	6%	b. No.
				26. Have you been in <u>many</u> student activities in other schools?
10	20%	16	24%	a. Yes.
39	78%	51	76%	b. No.
				27. Do you feel the continuation high school would be better if it had a larger activity program?
20	40%	47	57%	a. Yes.
30	60%	36	43%	b. No. (If "yes," name activities that should be provided.) _____ _____ _____

TABULATION (Five Years Ago)		TABULATION (Current)		QUESTION
Number	Percent	Number	Percent	
40	80%	66	74%	28. Which one of the following statements do you feel best describes the faculty? a. Most faculty members actively support students in classwork and activities and try to help whenever possible.
9	18%	21	24%	b. Some faculty members try to help in classwork and activities
0		2	2%	c. Faculty members tend to be antagonistic to students.
34	64%	57	62%	29. How does the community regard the school? a. Needs to know more about it.
2	4%	8	9%	b. Many visit the school.
3	6%	8	9%	c. School gets good publicity.
14	28%	7	8%	d. Some community groups help the school.
		11	12%	e. Other_____
2	4%	7	7%	30. How would you rate the school building and classrooms? (Check one or more.) a. About the same as other schools
16	32%	4	4%	b. Below average.
2	4%	31	30%	c. Excellent.
8	16%	47	45%	d. Clean and well-maintained.
14	28%	9	8%	e. Adequate for the program offered.
5	10%	6	6%	f. Other_____
13	26	61	74%	31. How do you rate the school site and grounds? a. Well located - convenient.
9	18	4	5%	b. Larger than needed.
28	56	17	21%	c. Other_____

TABULATION (Five Years Ago)		TABULATION (Current)		QUESTION
Number	Percent	Number	Percent	
				32. List the things which you like best about your school. Include the things which you feel are its greatest strengths.
				a. See page 79
				b.
				c.
				d.
				e.
				f.
				33. List the things about your school which you would like to have changed. Include the things which you feel are its chief weaknesses.
				a. See page 80
				b.
				c.
				d.
				e.
				f.
				34. Taking everything into consideration, how do you like the school compared to others you have attended?
31	62%	56	71%	a. Our school is "tops."
6	12%	14	18%	b. Our school is not the best but might be second or third.
7	14%	6	8%	c. Our school is about average.
1	2%	3	3%	d. Our school does not compare very favorably with others I have attended.

14. Courses Which Students Would Like to See Offered.

Language	2	Biology	3
Auto Shop	18	Shorthand	1
First Aid	1	Girl's Auto	1
Improved Woodshop	11	Drafting	1
Welding	5	Metal Shop	2
Tennis	1	Data Processing	1
Physical Ed.	3	Electronics	1
Nursing	1	Business: (How to run yourown)	1
Ceramics	1	Motorcycle Shop	2
Merchandizing	1		

20. What would you consider to be the three most important characteristics of a good teacher?

Helpful	33	Doesn't assign homework	1
Suggestive	1	Sincere	1
Kind	9	Foxy	1
Understanding	26	Treats students like people	1
Good personality	13	Good attitude	3
Considerate	6	Patience	6
Knowledgeable	5	Likes his/her job	5
Communicative	2	Works in with the class	1
Not "pushy"	3	Gets along good	6
Friendly	2	Good humor	12
Caring	1	Makes an effort	2
Pleasant	1	Cool	3
One who doesn't talk a lot	1	Intelligent	2
Concerned	3	Ability	4
Even-tempered	1	Creative	1
Doesn't show favorites	1	Age	1
Fairness	1	Zodiac sign	1
Non-lecturing	2	Rapport	2
Honest	1		
Background	1		

32. List the things which you like best about your school. Include the things which you feel are its greatest strengths.

People	17
Teachers	38
Mr. Dowdin	1
Loose teachers	1
Kind people	1
More time to help	1
Helpful teachers	1
Positive attitudes in teachers	1
Teachers more cool than others	1
Teachers not so "redneck	1
Other staff	1
Vi, the cook	1
Mr. Mueller	1
Counseling	1

Surroundings	7
Clean school	5
The park	13
Location	7
It's small (lots of room)	3
Nice Campus	3
Warm classrooms	1
Tennis courts	1
Landscaping	1
Parking lot	1
Greenery	1
Physical appearance	2
The lake	1
Not a lot of people	1
Baseball field	1

Art class	2
Arts & Crafts	1
Subjects	3
Ceramics	1
Wood shop	1
Photography	1
History	1
Classes	2
Elective PE	1
Greenhouse	1
Art room	1
Child Care class	1
Food	3
Munchies	1
Cafeteria	1

Working on your own	4
Work	2
Not strict	3
Credit system	1
More time to work	1
Octamester breaks	1
Octamesters	1
Way school is run	1
The whole program	1
The attention-giving	1
Individual help	1

Hours	4
Ten-minute breaks	1
Smoking allowed	7
Open campus	4
Opportunities	1
Atmosphere	4
Flexibility	2
No admit slips	1
Activities	1
Sports activities	2
Best I ever went to	1
Close rapport between teachers and students	1

Closer friends	1
Loose students	1
Not getting in so much trouble	1
Freedom	6
Almost everybody	1
Smiles	1
The students	5
Everything	1
Friendly	1
Quiet	1
How well everyone gets along	1
The students help	1

33. List the things about your school which you would like to have changed. Include the things which you feel are its chief weaknesses.

Nothing	12	Keep out younger kids who can't handle it	1
Nothing bad	1	Be more strict on those who take advantage	1
Nothing to complain about	1	Too many immature students	1
		Students need to appreciate it more	1
Give more credit	2	Keep continuation for Juniors not Freshman	1
Longer breaks	1	Get students to have more interest in school	1
Work outside	2	Students have no ambition to do anything	1
Some rules	1	Not enough kids get involved in things	1
More class hours	1		
Longer classes	1		
More choice in classes	1		
Ask only 70% attendance	1		
		Class selection	1
		Sports and other activities	1
Some certain people in the office	1	More sports	3
		Auto mechanics	1
Vice principal and main principal	1	More field trips	1
Attitude of community	1	Not enough equipment	1
		Bigger Art room	1
Move office to back	1	More tools for students	1
		Too many people	1
Mellower teachers	1	School is getting crowded	1
Getting too close to the other schools	1	Larger trailer	1
		Little bit bigger	1
		Need Career Center	1
They are beginning to push too much	1		
Too tight about going to class	1	Stealing	1
		Some of the students	1
Teachers getting "redneck"	1	Cigarettes	1
		Cigarette machine	2
More help	1	Cooking	1
Don't have freedom of the press	1	Food	1
		Get rid of some people	1
		Quieter classrooms	1

VIII. THE SCHOOL PLANT

A. The school committee is to review the chapter entitled "School Plant", in Form "A", and answer again in this report any question for which there has been a significant change.

In response to Recommendation #1, "areas and facilities be developed for recreational activities with particular emphasis on baseball, basketball and volleyball":

1. The Regional Park provides the school with tennis courts and baseball diamonds.

2. A paved area is available on the school grounds for volleyball and basketball.

Recommendation:

a. Basketball stanchion be installed.

b. Tetherball be made available.

B. Review any plans for improved building facilities, including conference rooms, offices, special or regular classrooms, etc.

In response to Recommendation #2, "efforts be made to acquire more storage space in the instructional areas and for custodial supplies", the following improvements have been made to the school plant:

1. Agriculture compound (created since last report).
   a. Fenced-in, gravel area to side of school
   b. Contains the following structures:
      1) greenhouse built by construction class
      2) seven cold frames
      3) lath house
      4) redwood storage facility
      5) small metal storage facility

2. New general storage areas built by construction class.
   a. custodial/agriculture (6'x30')
   b. cafeteria (24'x6')
   c. night school closet - Ceramics (20'x6')
   d. wood class closet (15'x6')
   e. patio area next to Art room has been extended, fenced in and partially covered; used to store wood, hold kiln and be outdoor work area.

3. Kitchen area remodeled.

   a. New equipment

      1) grill
      2) dishwasher
      3) exhaust hood
      4) commercial freezers

   b. Hot breakfast and lunch now served daily under direction of fulltime cafeteria worker.

4. "B" building has been divided into six separate teaching areas by the installation of walls.

   a. four walls permanent

   b. One wall movable

5. Outdoor areas improved.

   a. brush cleared behind multi-purpose building to provide space for gardens

   b. parking lot paved

   c. play area for toddlers built by Agriculture students

   d. retaining walls installed by Agriculture class to beautify quad area

   e. black-top by Home Economics trailer

   f. volleyball court and basketball area paved and lines painted

6. Art room has been partitioned to provide separate work space for woodworking due to safety, noise and dust control.

7. Photography darkroom now available.

   Recommendations:

   a. Dust collector for wood area in Art room.

   b. Additional storage space for all files used by office in order to alleviate cramped office area. (Could one office be built under eaves of south side of Business room?)

   c. Additional office space for counselors. (Could one office be built in Business room using area from first two windows to door?)

   d. Locker area for teacher, off shower area

   e. Door on showers and shower head on girl's bathroom shower.

IX. SCHOOL AND COMMUNITY

The relationship of the continuation high school to the community it serves is important as it contributes to the desired student outcomes, the morale of the staff and the support of the school district administration. A strong public relations program can aid in the recruitment of quality teachers for the school, help justify fulfillment of other efforts in meeting the well-known needs of these youths.

A. Leadership and Planning.

1. What member of the continuation high school staff is chiefly responsible for the school's public relations program?

   The principal is chiefly responsible for our public relations program, but the entire staff serves as informal public relations emissaries.

2. How are basic schedules of meetings, news releases and other public information activities established?

   Meeting schedules, news releases and other public information activities are handled through the principal's office.

3. Describe your system of dividing and delegating duties for implementing the public information program.

   The public information program is implemented through the principal's office.

B. Outline the ways the public media are used in the school's information program.

   Local media are informed of events to which the public is invited and of occurrences which would call attention to the excellence of our program.

C. Indicate ways in which the community is informed about your school. Indicate frequency of contact with the following:

1. Secondary school administrative personnel.

   Contact with other administrative personnel varies from school to school. The principal attends regular weekly administrative cabinet meetings and the vice principal has almost daily contact with other vice principals, in addition to attending a bi-monthly vice principal's meeting.

2. High school faculties.

Faculty members are members of ongoing district committees, e.g., E.D.C., Graduation Requirements, etc. In addition, they are active in teacher association activities, all of which involve faculty members with teachers from other schools on a regular basis.

3. Parent groups.

Approximately every five weeks, report cards are sent to each home and other information is mailed to the homes of students when necessary. There is no organized parent group in our school.

4. Service Clubs.

The principal has visited and been guest speaker at all the major service clubs in the area during the last three years. The principal is currently a member of the Auburn Rotary. Other faculty members belong to various community groups.

5. Board of Education.

The Board of Education meets on our campus once each year. Other information is given to the Board during their regular monthly meetings, as needed. The principal is required to present a yearly report to the Board about our school.

6. Community welfare councils, urban leagues or similar groups.

The local substance abuse control center, Auburn Awareness House, holds classes on campus. Faculty members are associated with other groups such as the Junior League and Community Theatre.

7. Advisory councils.

We have a vocational advisory committee which is made up of faculty and community members.

D. How frequently are community, state and national leaders invited to visit the school or take part in activities?

Community leaders, as well as district officials, are regularly invited to attend "Back to School" nights, graduation ceremonies, and other activities as they occur. We have had as guest speakers the Assistant Superintendent of Public Instruction for the State of California, a state assemblyman and the local school superintendent.

E. Are members of the staff encouraged to discuss the school and its programs with community groups?

Staff members are encouraged to discuss the school and its program as they take part in community groups and activities.

F. Outline the student's role and responsibility for contributing to the school's public information program.

Our students generally understand the need to enhance Chana's public image. Many of our students are satisfactorily employed in the community and most are given recommendations when going on to other employment.

G. Give a general evaluation of the community's acceptance of the school.

Chana is gaining a positive position of acceptance in our community.

H. What has been achieved in improved community relations since the last accreditation report?

Our principal has visited every major service club in the area and explained our goals and philosophy. Our relationship with the probation department has improved and our attendance procedure, with regard to calling of parents, has been greatly improved. The system under which students are referred to Chana has been changed, and this has improved relations with feeder schools. Our Productive Work Attendance grading system has received parental acceptance. Our faculty is involved in many district and community activities. High faculty morale and support of each other's programs all contribute to improved community relations.

I. Describe briefly your plans for improving the image of continuation education in your community in the next five years.

Our plan is to continue to inform the public as to our purposes, programs, etc.

X. AREAS OF MAJOR STRENGTHS AND AREAS WHERE IMPROVEMENT IS NEEDED

The fundamental process in accreditation is self-evaluation. The school should, therefore, identify its major strengths and weaknesses and outline a plan to overcome the weaknesses.

A. *List from two to four major strengths of the school.*

1. *Staff cohesiveness, including administrative support and leadership*
2. *Octamester system - mini-course*
3. *Small school size*
4. *Plant environment*
5. *Diversity of staff*
6. *Staff flexibility and sensitivity to student needs*

B. *List two to four major weaknesses or areas in which the school needs to improve.*

1. *Inconsistent student attendance*
2. *Physical plant improvement*
   a. *Industrial Arts shop*
   b. *Career Center*
   c. *Nursery*
   d. *Blower system in Art room*
3. *Lack of community/parent input*
4. *More vocational education on campus*

C. *Outline the school's plan to overcome the weaknesses identified in "B" above.*

1. *Inconsistent student attendance*
   a. *Continue to encourage student attendance (teachers)*
   b. *Continue home visits*
   c. *Continue with phone calls and attendance procedures used by attendance secretary*

2. Physical Plant Improvement
   a. Industrial Arts shop
      1) Continue seeking means of obtainment
   b. Career Center
      1) Continue seeking means of obtaining appropriate facility
   c. Nursery
      1) More room is needed - separate facility from teen mothers
      2) Research areas of available monies
   d. Blower system in Art room
      1) Need to have sawdust vacuum system for woodshop area.

3. Lack of Parent/Community Input
   a. Starting advisory committee - parent and community
   b. Spaghetti dinner and Open House
   c. Parenting group through counseling office is planned
   d. Seeking increase in positive publicity in local paper
   e. Home visits are helpful in this area

4. More Vocational Education on Campus
   a. Auto Shop
   b. ROP - classes based on campus
   c. Industrial Arts complex

XI. CRITIQUE OF THIS INSTRUMENT

1. *Items you think should be omitted. (Purposeless, unnecessary, too difficult.) Why?*

   Several parts of the instrument are redundant and need not be included. Perhaps these items could be worded differently. For example, under VI. Program of Instruction, section N, number 3., a-f, these questions are redundant and could be answered "yes" or "no", or reworded to give a more accurate view of the process.

   We question the value of comparing the report of five years ago with today. For example, our budget differs greatly. We have different administration and teachers, and our philosophy has changed accordingly. We do, however, realize the importance of the actions taken on recommendations as being a valid source of information for this report.

2. *Questions or directions not clear.*

   Section V., c. is unclear. What does the term "degree" mean?

3. *Items which could be added to improve the instrument.*

   None.

APPENDIX

SCHEDULES

BELL SCHEDULE

Daily

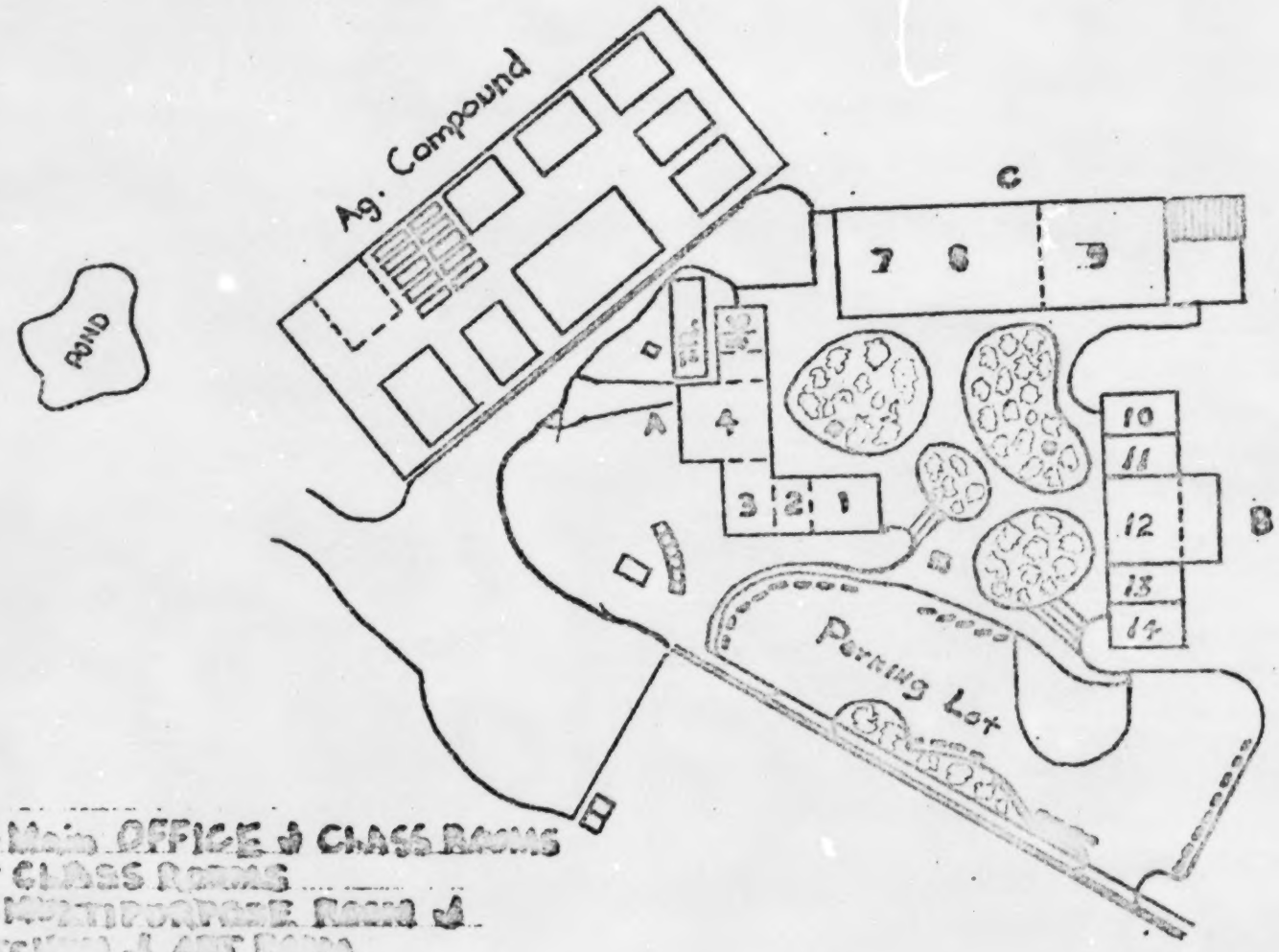
Period	1	8:30 - 9:15
	2	9:25 - 10:15
	3	10:25 - 11:15
	4	11:25 - 12:15
Lunch		12:20 - 12:50
	5	12:55 - 1:45
	6	1:55 - 2:40

Advisory

Period	1	8:30 - 9:10
	2	9:20 - 10:00
Advisory		10:00 - 10:35
	3	10:40 - 11:20
	4	11:30 - 12:15
Lunch		12:15 - 12:53
	5	1:50 - 2:40

MINIMUM DAY

Period	1	8:30 - 9:15
	2	9:25 - 10:15
	3	10:25 - 11:15
	4	11:25 - 12:15

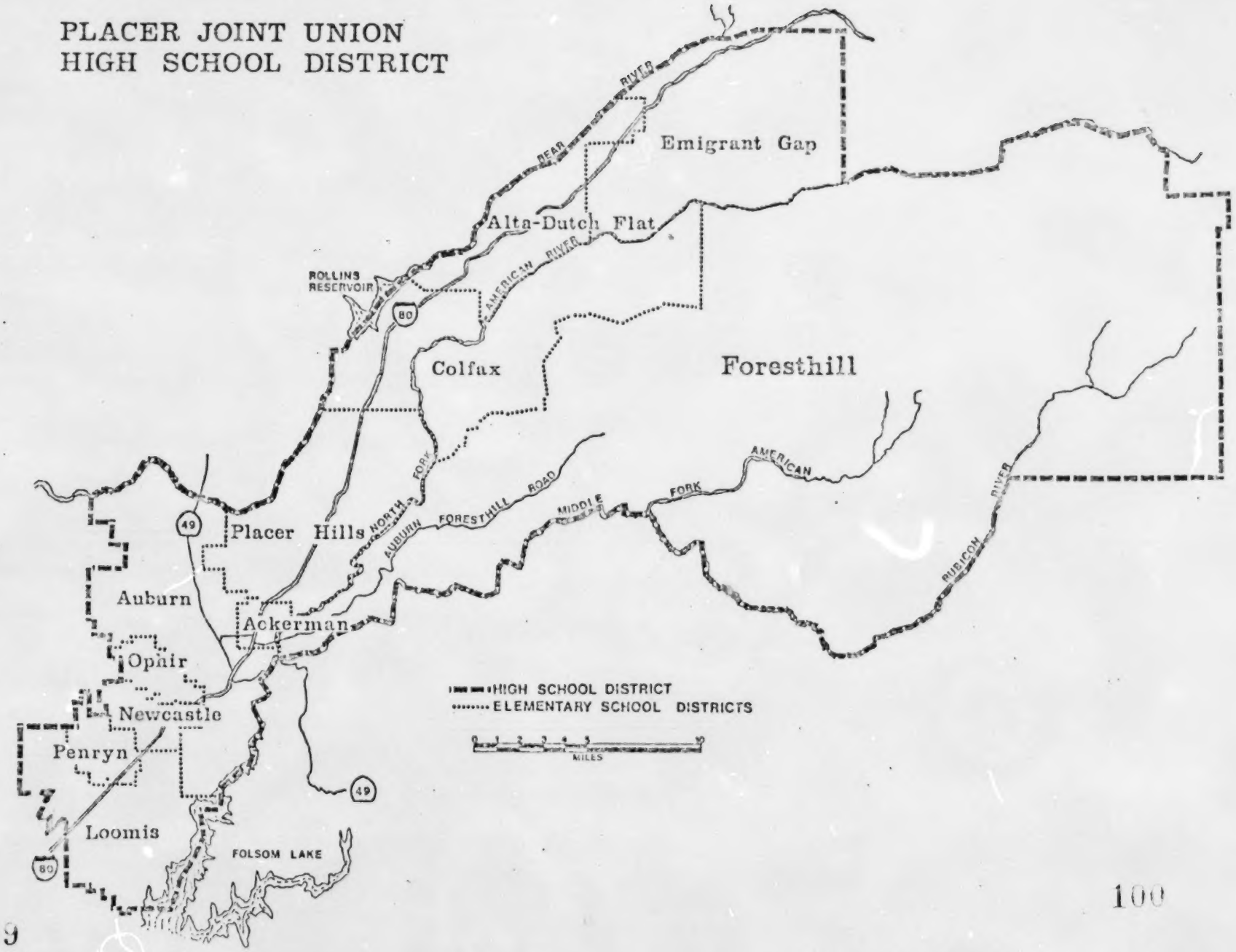


A- Main OFFICE & CLASS ROOMS
B- CLASS ROOMS
C- MULTIPURPOSE Room &
kitchen & Art Room
T.R.- Child care Trailer
Ag. Compound

DON HINEMAN

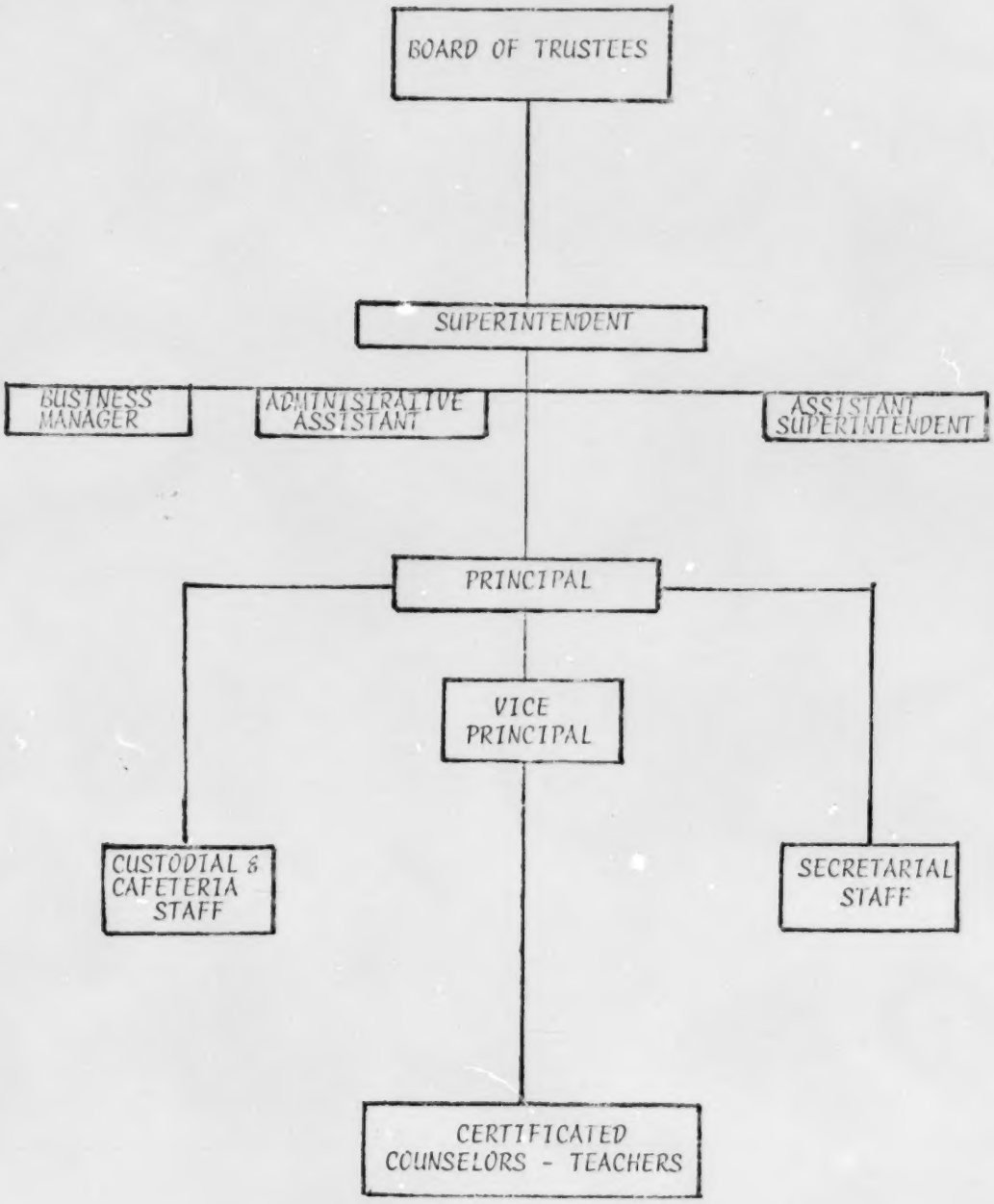
97 CHAFFEY HIGH SCHOOL - 9778 RICHARDSON DRIVE ANCHORAGE CALIFORNIA 1975

PLACER JOINT UNION HIGH SCHOOL DISTRICT



CHANA HIGH SCHOOL

ORGANIZATIONAL CHART



OCTAMESTER V 2/13/78 - 3/17/78

	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
ARTS & CRAFTS						
Arts & Crafts			Solomon 9	Browne 9		
Arts & Crafts to Classical Music					Solomon 9	
Ceramics	Solomon 9	Solomon 9	Browne 9	Solomon 9		
Woodcrafts	Browne 9	Browne 9				
BUSINESS						
Business Education	Soltan 3			Soltan 3		
ENGLISH						
English	Foster 12B	Hanson 12A	Hanson 12A Foster 12B		Foster 12B	
Death & Other Endings				Foster 12B		
Journalism				Triggs 13		
Reading		Foster 12B				
HOME ECONOMICS						
Child Development			Wilson Tr	Wilson Tr		
Family Life	Wilson Tr			Wilson Tr		
Food Preparation	Wilson Tr	Wilson Tr	Wilson Tr		Wilson Tr	
Quilting & Money-Making		Wilson Tr				
Sewing			Wilson Tr	Wilson Tr		
TA - Child Care	Wilson Tr		Wilson Tr		Wilson Tr	
Teen Mother	Wilson Tr	Wilson Tr	Wilson Tr	Wilson Tr	Wilson Tr	
MATH						
Math	Fluke 11 Hanson 12A	Fluke 11	Fluke 11	Hanson 12A		
MUSIC						
Music					Hanson 12A	
SCIENCE						
Forestry				McLemore 4		
Independent Study					McLemore 4	
Photography				Fluke 11		
Science Survey		McLemore4				
Veterinary Science	McLemore 4					
You & Your Body			McLemore4			
SOCIAL SCIENCE						
Civics		Dowdin 10		Dowdin 10		
Contemporary Living			C.Murphy 7			
Driver's Ed/Health & Safety	Dowdin 10		Dowdin 10			
Mixed Social Studies		Triggs 13	Triggs 13			
Psychology: Getting It Together		C.Murphy 7				
Social Problems	Triggs 13					
U.S. History	Murphy 14	Murphy 14	Murphy 14	Murphy 14	Murphy 14	
RECREATION						
Tennis					Browne 9	

PLACER UNION HIGH SCHOOL DISTRICT

Auburn, California

June 5, 1972

EDUCATIONAL GOALS OF THE DISTRICT
DEVELOPED BY THE ACCOUNTABILITY DISTRICT STEERING COMMITTEE
AND THE THREE ADVISORY COMMITTEES

Students of the Placer Union High School District shall be exposed to processes and experiences which will help them to:

1. Develop communication and computational skills including reading, spelling, oral and written language and mathematics commensurate with the individual student's ability.

2. Develop the skills of inquiry, problem identification and problem solving as they apply to all bodies of knowledge.

3. Develop special skills and understanding in vocational and avocational areas which can be used in work and leisure commensurate with individual desires and capabilities.

4. Develop self-awareness, self-understanding and a feeling of self-worth by recognizing and accepting their individual abilities and limitations and by making optimal use of their capabilities.

5. Be able to live with diversity and uncertainty; develop attitudes and skills to meet the challenge of change.

6. Develop an eagerness for lifelong learning.

7. Develop the ability to form positive relationships with others through an understanding of the worth, rights, dignity and uniqueness of all humans.

8. Acquire knowledge of the structures, processes and functions of our democratic institutions as a necessary part of responsible citizenship.

9. Acquire knowledge of the physical, life and social sciences with particular emphasis upon the individual's responsibility to respect all life, become aware of the use and misuse of the environment and assume responsibility for its improvement.

10. Acquire knowledge and understanding of people throughout the world in terms of their political, economic, racial, ethnic and cultural backgrounds.

11. Develop a knowledge of economic institutions sufficient for an understanding of the individual's rights and responsibilities as a consumer.

12. Acquire knowledge of the human body and its functions, develop an understanding of sound physical and mental health practices and appreciate the importance of physical fitness.

13. Develop a sense of the aesthetic and express their imagination and creativity through involvement in a variety of forms of artistic expression.

14. Enjoy and appreciate life in the present.

15. Accept responsibility for their individual choices and for the consequences of these choices.

PLACER UNION HIGH SCHOOL DISTRICT

GRADUATION REQUIREMENTS

Credits

A student must earn a minimum of 200 semester units.

Courses

English	A student must pass a total of four semesters of English, two of which shall include Freshman Level English with emphasis on basic communication skills.
Social Sciences	A student must pass a total of four semesters of Social Science, two of which must be in U.S. History and one in Civics. (The present course titled "State Requirements" is not to be considered as one of the four semesters.)
Mathematics	A student must pass a total of two semesters of Mathematics or meet the mathematics proficiency requirement on a District selected test.
Science	A student must pass a total of two semesters of science. (This requirement will take effect beginning with the class of 1974.)
Physical Education	A student must be enrolled in physical education each semester he is in school unless exempted pursuant to the provisions of the State Code: " A student is allowed one semester of failure - any subsequent failure must be made up during the regular school year or summer school."
Other Required	A student must receive instruction in the following areas: health, including alcohol, narcotics, dangerous drugs and tobacco; first aid; manner, morals, and citizenship.
Special Programs	Credit in excess of that in the full-time schedule may be earned by approved correspondence courses, through work experience, from R.O.P., independent study, or other programs which meet the course requirements of those taught in the schools of the District.

Graduation From Chana High School

Students from Chana High School are required to meet the District graduation requirements with the following exception: Five units of physical education may be waived for each semester (maximum of 20 credits) a student is enrolled in Chana High School.

Adopted by Board 11-6-73

CHANA HIGH SCHOOL
GRADING AND CREDIT POLICY
August 1977

1. 1/16 credit per period for Productive Work Attendance. (P.W.A.)
(P.W.A. = doing in class what you and the teacher have contracted or agreed to.)

1.1 Students can earn from ½ to 2 credits per class period per Octamester (P.W.A.)

1.2 P.W.A.

7	to	10 days	=	1/2 credit
11	to	14 days	=	3/4 credit
15	to	18 days	=	1 credits
19	to	21 days	=	1 1/4 credits
23	to	26 days	=	1 1/2 credits
27	to	30 days	=	1 3/4 credits
31		days	=	2 credits

2. Full-Time Students (Attending 5 days per week): Additional credit may be contracted for and received if a student achieves 80% P.W.A. in his or her class during the Octamester.

2.1 Additional work may be contracted and completed anytime during the Octamester; however, extra credit will not be granted if 80% P.W.A. is not achieved.

2.2 Additional work not granted credit because of attendance during one Octamester may be carried over into the next Octamester with teacher approval.

2.3 80% P.W.A. of agreed upon attendance.

	31 Days	25 Days	24 Days	23 Days
5 day student	25 of 31	20 of 25	19 of 24	18 of 23

2.4 Partial week students must have 100% attendance to contract for and earn additional assignments for extra credit.

2.5 Maximum course credit is 5 (includes P.W.A.)
Credit in excess of 2 credits per class period may be earned if the student has contracted to do assignments in excess of normal course requirements or if there is a carry over from the previous Octamester.

2.6 Students arriving late to class or leaving early will lose earned P.W.A..
For example: 3 earned tardies or leaving class without permission equals the loss of 1 P.W.A..

3. Credit: Each student must earn a minimum of 1½ credits per class and not less than 7 credits per grade period to maintain average progress. At this rate of progress, a student can graduate from Chana High School in approximately 3½ years (24 Octamesters).

CHANA HIGH SCHOOL, 3775 Richardson Drive, Auburn, CA 885-8401 Period _____

Name _____ Course _____ Final Grade _____
See NOTE * *

Teacher _____ Department _____ Credit Earned _____

Octamester 1 2 3 4 5 6 7 8 Date _____ 19____ to _____ 19 _____

Intersession 1 2 3 4 5 6 7

Week of	Mon.	Tues.	Wed.	Thurs.	Fri.	Contracts	Completed

? - Productive Attendance
? - Non Productive
- Absent
- Tardy
- Left Class Early
- On Campus

Remarks : _____

* * NOTE: If total credit is less than 1½ credits, this student has not met minimum standards. * *

CHANA HIGH SCHOOL

STUDENT CONTRACT AND CREDIT FORM

STUDENT NAME_____ DATE_____ PERIOD_____

TEACHER NAME_____ CREDIT REQUESTED_____

DEPARTMENT_____ SUBJECT_____ CREDIT EARNED_____

STATEMENT OF LEARNING ACTIVITY (What you plan to do) P.W.A._____ EXTRA CREDIT_____

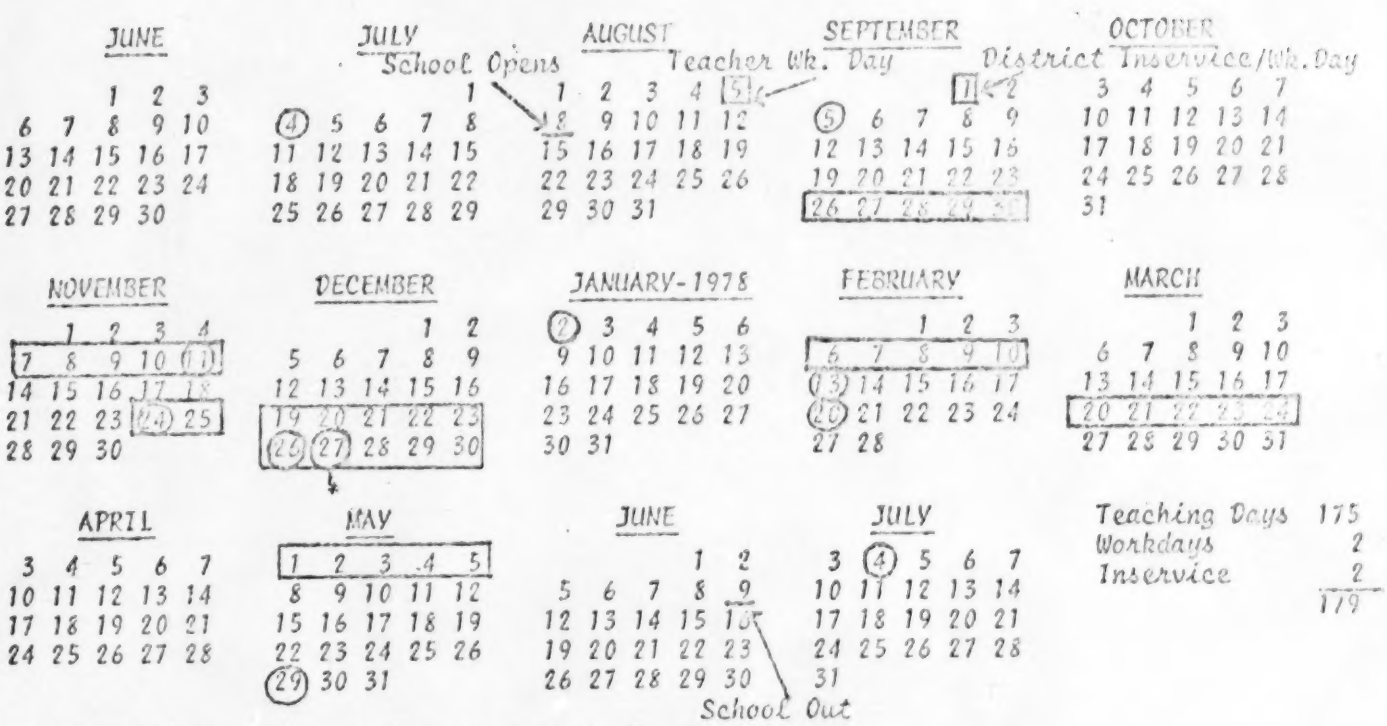
STATEMENT OF OBJECTIVES (What you plan to learn)

WHAT YOU WILL DO TO COMPLETE THIS ASSIGNMENT

Worksheet_____
Questions and Answers_____
Outline_____
Report_____
Reading Assignment_____
Film or Film Strip_____
Other_____(Please explain on reverse side of this page)

EVALUATION (How will your teacher know you have accomplished/completed the assignment?)

PLACER UNION HIGH SCHOOL DISTRICT
CHANA HIGH SCHOOL
CALENDAR
June 1977 - July 1978



Teaching Days	175
Workdays	2
Inservice	2
	179

TEACHER WORKDAYS - August 5, 1977 & September 1, 1977
REGULAR SCHOOL OPENING AND CLOSING DATES:
Monday, August 8, 1977 - Friday, June 9, 1978

1st Octamester	August 8, 1977 - September 23, 1977	33 Days
2nd Octamester	October 3, 1977 - November 4, 1977	25 Days
3rd Octamester	November 14, 1977 - December 17, 1977	23 Days
4th Octamester	January 3, 1978 - February 3, 1978	24 Days
5th Octamester	February 14, 1978 - March 17, 1978	23 Days
6th Octamester	March 27, 1978 - April 28, 1978	25 Days
7th Octamester	May 8, 1978 - June 9, 1978	24 Days

SCHOOL INTERSESSIONS

End of Octamester I	September 26, 1977 - September 30, 1977
End of Octamester II	November 7, 1977 - November 11, 1977
Thanksgiving Holiday	November 25, 1977
End of Octamester III	December 19, 1977 - December 30, 1977
End of Octamester IV	February 6, 1978 - February 10, 1978
Spring Vacation	March 20, 1978 - March 24, 1978
End of Octamester VI	May 1, 1978 - May 5, 1978

LEGAL HOLIDAYS ()

Independence Day	July 4, 1977
Labor Day	September 5, 1977
Veteran's Day	November 11, 1977
Thanksgiving Day	November 24, 1977
Christmas Day	December 26, 1977
*Admission Day	December 27, 1977
New Year's Day	January 2, 1978
Lincoln's Birthday	February 13, 1978
Washington's Birthday	February 20, 1978
Memorial Day	May 29, 1978
Independence Day	July 4, 1978

TRANSFER AND ADMISSION POLICY

CHANA HIGH SCHOOL

PHILOSOPHY

Modern continuation education recognizes the problems of wasted human resources, unemployment and delinquency created by youths who drop out of school before high school graduation. Chana High School is established to serve youths in the District who do not, or cannot, perform satisfactorily in other programs. It aims to improve and remedy attitudes, appreciations, skills and knowledge through the use of individualized instruction, smaller school situations and the team approach of a specially qualified staff. The school welcomes the student to a new opportunity and a new approach to an educationally sound curriculum. It offers the incentive and the culminating award of a high school diploma.

1.0 ELIGIBLE APPLICANTS

The minimum attendance requirement and flexibility of program scheduling in the continuation education program makes education and completion of requirements for a high school diploma more feasible for the following students. The continuation school program may be in a position to meet the individual needs of the student to a greater degree than is possible in one of the comprehensive high schools in the district.

The student's needs may be met by providing an individualized learning approach, a purposeful, relevant course of study and the opportunity for positive relationships with adults and peers.

1.1 Students who act out their emotions in socially inappropriate ways.

1.2 Students who are unable to achieve success in a school program due to withdrawal, apathy, lack of confidence, expectation of failure, and/or little motivation to succeed.

1.3 Students who are under 18 years of age who wish to attend or continue school, but must work full or part-time.

1.4 Students who cannot attend full-time because of limiting factors such as poor health, pregnancy, or drug abuse.

1.5 Students 16 years of age or older, with parental or guardian approval, who request placement.

1.6 Students enrolled in the comprehensive school who request placement in one or more alternative classes.

1.7 Seniors transferring from a comprehensive high school must complete a minimum of one semester and/or 15 credits with satisfactory attendance at Chana prior to graduation.

2.0 BASIC CRITERIA FOR TRANSFER AND ADMISSION

2.1 To Chana High School

2.1.1 Student demonstrates a need for the alternative school experience as can be provided by Chana High School.

2.1.2 Student demonstrates an inability or unwillingness to take advantage of alternatives presented in the transferring high school.

2.1.3 Students 16 years or older, with parental or guardian approval, resquests a transfer.

2.2 To the Comprehensive High School

2.2.1 The student has the right to request a transfer from Chana to any other school within the district.

2.2.1.1 The student demonstrates sufficient interest, desire and/or potential to have greater success as a result of the transfer.

2.2.1.2 The Chana Administration recommends that such a transfer is in the best interest of the student and/or the school.

2.2.1.3 It is recommended in the student's interest, transfer take place at the quarter or semester grading period.

3.0 PRIORITIES FOR ADMISSION TO CHANA HIGH SCHOOL

3.1 Chana High School was designed and is staffed for a maximum of 200 students (active enrollment). Recognizing the philosophy and purpose of Chana we have established the following priorities for admission of students from the comprehensive high school.

3.1.1 Students who are unable to achieve success in the school program due to withdrawal, apathy, lack of confidence, expectation of failure, behavior problems and/or little motivation to succeed.

3.1.2 Students who are under 18 years of age who wish to attend or continue school, but must work full or part-time or who cannot attend full time because of limiting factors such as poor health, pregnancy, or drug abuse.

3.1.3 Students 16 years of age or older, with parental approval, who request placement at Chana. (Preference to be given to those students demonstrating a special need.)

4.0 TRANSFER PROCEDURE (To and From Chana High School)

4.1 Written evidence must be given that efforts have been made to sufficiently help the student remain in the school program through use of some of the following techniques. (Evidence to include - dates, participants, issues, problems, action taken, conclusion, recommendations.)

4.1.1 Student - teacher - counselor conference.

4.1.2 Parent - administrator conferences.

4.1.3 Parent - teacher conferences.

4.1.4 Parent - counselor conferences.

4.1.5 Student program adjustment.

4.1.6 Record of other counselor efforts.

4.1.7 Record of administrative efforts.

4.1.8 Thorough examination of student's pre-high and high school records.

4.1.9 Student referral to school psychologist.

4.1.10 Student referral to other agencies, e.g. Mental Health, Welfare, Probation Officer.

4.1.11 Student referral to District Welfare and Attendance Counselor.

4.1.12 Teacher - counselor conference.

4.1.13 Teacher - administrator conference.

4.2 Written evidence, including student's stated reasons for transfer and expected goals and achievements, to be forwarded to the committee prior to the student's transfer.

4.3 Consideration should be given to student's credit accumulation for work completed prior to transfer and effort should be made to award fair and equitable drop grades and units of credit. (Recommend: 1 unit credit per 18 days of enrollment per class.)

4.4 Parent conference should be initiated and held by both the transferring school and the receiving school.

4.5 Evidence should be reasonably apparent that the alternative or comprehensive programs offered will enhance the student's opportunities for success.

4.6 In all cases consideration should be given to student's age, grade and maturity, and that students under 16 years of age be transferred only under extenuating circumstances. Students under 16 years of age must be referred to the Child Welfare and Attendance Counselor prior to consideration for transfer.

4.7 The student in all cases has a right to due process and the right to appeal a transfer decision at the district committee level without prejudice. The student also has the right to further appeal to the Superintendent, Board of Trustees of the District, and the County Board.

5.0 THE STUDENT TRANSFER PROCEDURE WILL BE CARRIED OUT OR FACILITATED BY THE FOLLOWING COMMITTEES:

5.1 Transferring School Committee

5.1.1 Membership will be composed of a minimum of three members from the staff - a teacher, counselor and administrator - plus a representative from Chana High School.

5.1.2 A weekly meeting will be scheduled, as needed, to consider all transfers to and from Chana High School.

5.1.3 The Committee should have available pertinent information such as cum folders, anecdotal records, in-progress grades and attendance records, and the students' and parents' written request for transfer or reasons for opposing a change of schools.

5.1.4 To eliminate time conflicts, the meetings should be scheduled as follows: Colfax - Tuesday
Del Oro - Wednesday
Placer - Thursday

5.1.5 During the first week prior to the opening of school and the following two weeks it will not be necessary for the committee to meet. However, both schools must be in agreement and the provisions in section 4.0 (Transfer Procedure) followed prior to any transfer.

5.2 District Appeal Committee

This committee has a dual purpose and responsibility: (a) to review, as necessary, decisions to transfer students to Chana High School and (b) to review as necessary decisions concerning transfer of students from Chana to another school within the District.

5.2.1 Membership will be composed of a representative of Chana High School and a representative from the transferring school, and the Welfare and Attendance Counselor.

5.2.2 Meetings will be called as necessary when requested by a student and/or parent, or school administration.

5.2.3 The committee should have available pertinent information such as cum folders, anecdotal records, in-progress grades and attendance records, and the student's and parent's written request for transfer or reasons for opposing a change of schools.